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1,000 GOOD BOOKS FOR CHILDREN.

CLASSIFIED AND GRADED LIST PREPARED BY NATIONAL
CONGRESS OF MOTHERS LITERATURE COMMITTEE, ALICE
M. JORDAN, CHAIRMAN.

(REVISED, 1914.)

CONTENTS.—Introductory note.—1. Picture books and stories for the youngest readers.—2. Bible.—3. Education and life.—4. Natural history, science, and animal stories.—5. Stories of foreign lands.—6. Our own country.—7. History, myths and legends.—8. Biography.—9. Stories.—10. Poetry.—11. Books for occupation and amusement.—12. Key to publishers.

INTRODUCTORY NOTE.

This list has been prepared in response to requests from parents for help in the selection of books for their children.

The italic letters before the titles show the ages for which the books are suited: *a* means under 8 years; *b*, 8 to 14; *c*, over 14.

The classification of books according to the age of the child is an arbitrary method at best, since children differ so greatly in their ability to grasp literature. Many books will, therefore, be found in one list which some parents will feel could be read only by older children. But in many homes, fortunately, the custom of reading aloud to children has been observed from earliest childhood. Where this is so, and the child develops a love of books, it is surprising to note the readiness with which he will grasp the best literature.

A child had always better have a book which is above his comprehension than one which is too young for him, and gives his reason, imagination, or sympathy no exercise.

Though some "popular" literature finds its place on this list, the committee hopes that parents will select for their children's reading, as far as possible, such books as are of some permanent value, and are as interesting to the adults as to the child.

Teachers and parents who have access to public libraries should call upon librarians for further help when it is needed. Many excellent lists are prepared by the different libraries and are obtainable at little or no cost.

So many books in series are issued at the present time that great care should be exercised in selecting for purchase. As a rule, it is

not safe to buy whole sets of books, as different volumes vary greatly in merit.

Inexpensive reprints of standard books are published in many forms. One of the most useful of the cheap editions is Everyman's library, Dutton, cloth, 35 cents; leather, 70 cents. This includes a large number of books desirable for young people to read and is recommended to those who are forming a library of their own.

The Riverside literature series, Houghton Mifflin co., is made up of poems, stories, and essays from the world's best literature, ancient and modern, over 200 volumes in all. Paper, 15 cents each; linen, 25 cents.

The Heart of oak series contains tales of adventures, heroic stories, poems, classics from many languages chosen particularly with the aim of forming a taste for good literature. It was edited by Charles Eliot Norton, and published in seven volumes, graded according to age, by D. C. Heath & co. Per volume: Vol. 1, 25 cents; vol. 2, 35 cents; vol. 3, 40 cents; vol. 4, 45 cents; vol. 5, 50 cents; vol. 6, 55 cents; vol. 7, 60 cents.

Other series are noted in different parts of this list.

As guides to the best reading for young and old the following books are recommended: The choice of books, Frederick Harrison, 75 cents; The book lover, James Baldwin, 90 cents; Books and culture, Hamilton W. Mabie, 90 cents. Also aids in the selection of children's books: The children's reading, Frances J. Olcott, Houghton Mifflin co., \$1.25; A mother's list of books for children, Gertrude W. Arnold, McClurg, \$1.

I. PICTURE BOOKS AND STORIES FOR THE YOUNGEST READERS.

For very young children there is no better way than to tell over and over again the best fairy stories and myths, Old Testament stories, and simple hero tales.

Books adapted to the comprehension of young children are few and have usually no style to recommend them. Many of the books in other divisions of this list may be read to quite young children, but a few stories are placed here which a child can read almost as soon as he can read at all.

Adventures of a brownie. DINAH MULOCK CRAIK. Harper. 60 cents.

Æsop's fables.

There is a one-syllable edition, edited by Mary Godolphin. McKay. 50 cents.

Scudder's Book of fables is more pleasing in form, however, and the stories are chiefly from Æsop.

Another fairy reader. JAMES BALDWIN. Am. bk. co. 192 p. 35 cents.

In school book form. Contains folk lore of different countries, in large print for second grade children.

(The) Arabella and Araminta stories. GERTRUDE SMITH. Small. \$1 net.

Baby days. Century. 192 p. \$1.10.

A new selection of songs, stories, and pictures for very little folks, with introduction by the editor of "St. Nicholas."

- Banbury cross stories.** F. W. HOWARD, *ed.* Merrill. 132 p. 25 cents.
A small book of old nursery tales, in large type, with pictures.
- (The) Blowing away of Mr. Bushy-Tail.** EDITH DAVIDSON. Warne. 50 cents.
Telling of the adventures of Mr. Bushy-Tail who goes out in search of food for his family, is caught in a blizzard and blown to the South Pole.
- (The) Book of baby beasts.** F. E. DUGDALE. Pictures in color by E. J. Detmold. Hodder. \$3.50.
This and the Book of baby birds are beautiful gift books.
- Book of cheerful cats.** J. G. FRANCIS. Century. \$1.
"Funny" black and white pictures.
- Book of fables.** HORACE E. SCUDDER. H. & M. illus. 50 cents.
Fables from Æsop, mainly.
- Book of folk stories.** HORACE E. SCUDDER. H. & M. Paper, 15 cents net; cloth, 45 cents.
Contains the well-known nursery tales.
- Book of horses.** Dutton. Linen, 75 cents.
Picture book for the youngest children.
- Book of nature myths.** FLORENCE HOLBROOK. H. & M. 215 p. 65 cents.
Subject matter from the folk lore of different nations, arranged for easy reading.
- Book of nursery rhymes.** Arranged by CHARLES WELSH. Heath. 169 p. 30 cents.
For an inexpensive edition of Mother Goose this is very satisfactory. The choice is good and type and pictures are attractive.
- (The) Book of the sea.** Dutton. Paper, 50 cents; linen, 75 cents.
Fine pictures that babies love.
- Boy Blue and his friends.** ETTA AUSTIN BLAISDELL and MARY F. BLAISDELL. Little. 165 p. illus. 60 cents.
Stories in which the familiar characters of Mother Goose appear in new rôles.
- Brownies: their book.** PALMER COX. Century. 144 p. \$1.50.
Long a favorite picture book, with its funny little men and their mischievous doings. There are eight volumes of Brownie books.
- (A) Bunch of keys.** MARGARET JOHNSON. Dutton. 74 p. 75 cents.
Puzzle stories and pictures arranged like those in "What did the black cat do?" and "Where was the little white dog?" by the same author.
- (The) Bunnikins bunnies in camp.** EDITH B. DAVIDSON. H. & M. 95 p. illus. 50 cents.
- Caldecott picture books.** The Hey-diddle-diddle picture book. The Panjandrum picture book. Picture book. Picture book, no. 2. Warne. \$1.25 each.
These four volumes contain sixteen amusing nursery rhymes and other verses, which are sold separately in paper covers, 25 cents each.
- Cat stories.** HELEN H. JACKSON. Little. 156 p. illus. \$2.
CONTENTS.—Letters from a cat; Mamma Tittleback and her family; The hunter cats of Connorloa.
- Chansons de France.** J. B. WECKERLIN. Illus. by Boutet de Monvel. Plon. \$2.25.
- Chicken world.** E. B. SMITH. Putnam. \$2.
Large colored pictures of different scenes in the hen yard.
- Child life readers.** E. A. BLAISDELL and M. F. BLAISDELL. Macmillan.
Book 1. Child life: a first reader. 25 cents. Book 2. Child life in tale and fable: a second reader. 35 cents.
- Child-lore dramatic reader.** CATHERINE T. BRYCE. Scribner. 115 p. 30 cents.
Stories, fables, and rhymes, arranged in dialogue form for dramatization in the schoolroom.
- (A) Child's book of stories.** PENRYHN W. COUSSENS. Illus. by Jessie W. Smith. Duffield. \$2.25.
- Child's Christ tales.** A. H. PROUDFOOT. Flanagan. \$1.
Legendary tales from other sources than the Bible. To be read to children.
- Child's garden of verses.** ROBERT LOUIS STEVENSON. Illus. by Mars and Squire Rand. 50 cents.
——— Illus. by Jessie W. Smith. Scribner. \$2.50.
- Children's book.** HORACE E. SCUDDER. H. & M. 444 p. illus. \$2.50.
A good collection for a family to own, containing the best old stories, fables, and poems. Can not be read by the youngest children, but contains much they like to hear read.

- Clean Peter and the children of Grubbylea.** OTTILIA ADELBORG. Longmans. \$1.25.
Delightful picture book, furnishing incentives to cleanliness.
- Cock, the mouse, and the little red hen.** FÉLICITÉ LEFÈVRE. Jacobs. \$1.
An old story with new colored pictures.
- Etwas von den Wurzelkindern.** SIBYLLE VON OLFERS. Schreiber. \$1.
- Fairy stories and fables.** JAMES BALDWIN. Am. bk. co. 35 cents.
- Fairy tales.** GRIMM BROTHERS. S. E. Wiltse, *ed.* 2 vols. Ginn. 35 cents each.
The choice is well made and the type is good.
- (The) Farm book.** E. BOYD SMITH. Full-page colored pictures. H. & M. illus. \$1.25.
- Father and baby plays.** ANNE EMILIE POULSSON. Century. 100 p. \$1.25.
- Fifty famous stories retold.** JAMES BALDWIN. Am. bk. co. 35 cents.
A favorite collection with little children.
- Filles et garçons.** ANATOLE FRANCE. Illus. by Boutet de Monvel. Hachette. \$1.25.
- Finger plays for nursery and kindergarten.** EMILIE A. POULSSON. Lothrop. \$1.25.
- Folk-lore readers.** E. O. GROVER Atkinson. 111 p. 30 cents.
Based on Mother Goose stories, nursery rhymes, and Æsop's fables.
- Folk-lore stories and proverbs.** SARA E. WILTSE. Ginn. 30 cents.
Nursery tales in large type with small black-and-white pictures.
- Four-and-twenty toilers.** E. V. LUCAS. Colored illus. by F. D. Bedford. McDevitt-Wilson. \$1.75.
Unusually attractive picture book of trades and occupations.
- Girls and Boys.** ANATOLE FRANCE. Illus. by Boutet de Monvel. Duffield. 25 p. \$2.25.
Little children will enjoy the pictures, but the stories must be read to them.
- Golden goose book.** LESLIE BROOKE. Warne. colored illus. \$2.
Contains: Golden goose; Three bears; Three little pigs; and Tom Thumb.
Each is sold separately in paper cover at 50 cents.
- Goody two shoes.** CHARLES WELSH, *ed.* Heath. 20 cents.
- Goops and how to be them.** GELETT BURGESS. Stokes. \$1.50.
Absurd pictures with rhymes to teach manners and morals to children.
- Hans and Sister Hilda.** A Christmas secret. JOHN H. JEWETT. Dutton. 50 cents.
Pictures in color with a little story in verse.
- Hänschen im Blaubeerenwald.** ELSA BESKOW. Carl, Stuttgart. \$1.
- (The) Happy book.** GITHA SOWERBY. Illus. by Millicent Sowerby. Hodder. 40 cents.
- (The) Happy heart family.** VIRGINIA GERSON. Duffield. illus. \$1.25.
A favorite picture book.
- Hiawatha primer.** FLORENCE HOLBROOK. H. & M. 40 cents.
- Hopi, the cliff-dweller.** MARTHA JEWETT. Educ. pub. co. 72 p. 30 cents.
Designed for children of the second primary grade.
- In field and pasture.** MAUDE B. DUTTON. Am. bk. co. 190 p. 35 cents.
Tells about the agricultural life of primitive people, by means of stories of individual children.
- Indian child life.** EDWIN W. DEMING. Stokes. \$2.
Large, full-page pictures, in color, with descriptive text.
- Indian primer.** FLORENCE C. FOX. Am. bk. co. illus. 120 p. 25 cents.
Five types of Indians, whose history is of special interest to children, have been selected as the basis of short stories in large print.
- Johnny Crow's garden.** LESLIE BROOKE. Warne. \$1.
A nonsense rhyme, illustrated with amusing pictures. Another book of the same kind is Johnny Crow's party. Warne. \$1.
- Kling-Klang Gloria.** H. LEFLER and J. URBAN. Brentano. \$1.
Beautifully illustrated book of German folk- and child-songs, with music.
- Krag and Johnny Bear.** ERNEST T. SETON. Scribner. illus. 60 cents.
- Little Betty Blue.** (Untearable.) Dutton. 8 p. 50 cents.
- Little Black Sambo.** HELEN BANNERMAN. Stokes. 56 p. 50 cents.
A little bit of a nonsense book, with colored pictures, which will delight the littlest children.
- Little Girl Blue.** JOSEPHINE S. GATES. H. & M. 50 p. illus. 60 cents.

- Little songs of long ago.** ALFRED MOFFAT. Illus. by Willebeek Le Mair. Schirmer. \$2.50.
The old tunes to familiar nursery rhymes, with beautiful full-page illustrations.
- Little stories of little animals for little children.** SUSAN HOLTON. Phillips. 84 p. illus. 50 cents.
Ten cheerful and pleasing stories for very little people.
- Marigold garden.** KATE GREENAWAY. Warne. illus. 56 p. \$1.50 net.
Pictures and rhymes.
- Marjorie books.** LUCY WHEELOCK. Wilde. About 50 p. each. \$1.10 for set.
Six small volumes full of pictures and short stories: "Polly's minutes," "Christmas Eve," "Bessie's conquest," "A rainy day," "Jack and Ted," and "Sara's gift."
- More five-minute stories.** LAURA E. RICHARDS. Estes. 150 p. \$1.
Rhymes and stories for little children.
- Mother Goose melodies.** W. A. WHEELER, *ed.* H. & M. 186 p. illus. \$1.50.
Other good editions are noted in this list.
- My pussy cat book.** Dutton. Paper, 50 cents; linen, 75 cents.
Fine pictures that babies love.
- My very first book of letters.** Hodder. 23 cents.
The alphabet, with illustrations in color and accompanying verses.
- New baby world.** Century. 300 p. \$1.50.
Stories and poems from St. Nicholas.
- Nibbles Poppetty Poppett.** EDITH B. DAVIDSON. Little. 63 p. illus. 75 cents.
- Nonsense books.** EDWARD LEAR. Little. \$2.
The nonsense classic of well-tested popularity.
- Nos enfants.** ANATOLE FRANCE. Illus. by Boutet de Monvel. Hachette. \$1.25.
- (The) Nursery rhyme book.** ANDREW LANG. Complete classified collection of "Mother Goose" verses. Warne. 278 p. \$2.
A very good book for the home nursery.
- Old Mother West Wind.** THORNTON W. BURGESS. Little. 169 p. \$1.
A collection of stories, telling the adventures of the Merry Little Breezes released daily from Old Mother West Wind's bag. They are of a quality to be recommended for bedtime reading.
- Our moo cow book.** Dutton. Paper, 50 cents; linen, 75 cents.
- Our old nursery rhymes.** ALFRED MOFFAT. Illus. by Willebeek Le Mair. Schirmer. \$2.50.
With the original tunes and beautiful pictures.
- Outlook story-book for little people.** LAURA WINNINGTON, *ed.* Outlook. 207 p. \$1.20.
A collection of little stories and poems well illustrated.
- Overall boys.** EULALIE O. GROVER. Rand. 45 cents.
With small colored pictures and big print.
- Peter and Polly in summer.** ROSE LUCIA. Am. bk. co. 35 cents.
- Peter Rabbit series.** BEATRIX POTTER. Warne. 50 cents.
Children take great pleasure in these tiny books. The series includes Benjamin Bunny; The tailor of Gloucester; Two bad mice; Squirrel Nutkin; Mrs. Tiggy-Winkle; Tom Kitten, and others.
- Pied Piper.** ROBERT BROWNING. Illus. by Hope Dunlap. Rand. \$1.25.
Another edition is illustrated by Kate Greenaway. Warne. \$1.50.
- Polly and Dolly.** MARY F. BLAISDELL. Little. 173 p. illus. 50 cents.
Seventeen little stories about the good times of some children and their dog.
- Polly Cologne.** MRS. ABBY MORTON DIAZ. Lothrop. 192 p. illus. \$1.
A story of a precious rag doll; how she was lost and how she was found.
- Prince Silver Wings and other fairy tales.** EDITH OGDEN HARRISON. McClurg. 123 p. \$1.75.
Seven pleasantly written fairy tales with colored illustrations.
- Roggie and Reggie stories.** GERTRUDE SMITH. Harper. 95 p. \$1.50.
- (The) Rolypoly pudding.** BEATRIX POTTER. Warne. 70 p. illus. \$1.
More about our old friend Tom Kitten and his adventures with the rat.
- Runaway donkey.** EMILIE POULSSON. Lothrop. \$1.25.
Rhymes about animals, printed in large type, with many pictures in black and white.

- (The) **Sandman: his farm stories.** WILLIAM J. HOPKINS. 217 p. \$1.10.
Stories for the youngest children. Good for bedtime reading.
- Short stories for short people.** ALICIA ASPINWALL. Dutton. 254 p. \$1.50.
Twenty-eight short whimsical stories of a purely imaginative kind.
- Six nursery classics.** MICHAEL V. O'SHEA. Heath. 20 cents.
- (The) **Snow baby.** JOSEPHINE D. PEARY. Stokes. 84 p. illus. from photographs. \$1.20.
- Snowman and other stories.** ANDREW LANG. Longmans. 36 cents.
Based on tales in the fairy books.
- (The) **Stories of Peter and Ellen.** GERTRUDE SMITH. Harper. 138 p. \$1.30.
Natural and wholesome stories of two small children who have many pets and frolics.
- Stories of pioneer life.** FLORENCE BASS. Heath. 136 p. 40 cents.
For children just becoming interested in the early history of our country.
- Story book friends.** CLARA MURRAY. Little. 185 p. 50 cents.
Illustrated in color and in black and white.
- (The) **Story hour.** KATE DOUGLAS WIGGIN and NORA A. SMITH. H. & M. 185 p. \$1.
Bedtime stories for children under ten.
- Struwel Peter.** HEINRICH HOFFMANN. Dutton. 50 cents.
- Sunbonnet babies.** EULALIE O. GROVER. Illus. by Bertha L. Corbett. Rand. 123 p. Large print. 48 cents.
Excellent for children just beginning to read for themselves.
- Tales of two bunnies.** KATHARINE PYLE. Illus. by the author. Dutton. \$1.
Numerous amusing pencil drawings and short animal stories.
- Through the farmyard gate.** EMILIE POULSSON. Lothrop. 80 p. \$1.25.
Pictures of farmyard pets, illustrating verses and stories.
- Tom Kitten.** BEATRIX POTTER. Warne. 50 cents.
- Tree dwellers.** KATHARINE E. DOPP. Rand. illus. 45 cents.
First in a series intended to teach the main steps in the progress of the race. Large type and short sentences.
- 'Twas the night before Christmas.** C. C. MOORE. Illus. by Jessie Wilcox Smith. H. & M. \$1.
The old Christmas poem, with colored pictures.
- Under the window.** KATE GREENAWAY. Warne. \$1.50.
Picture book with short verses.
- Walter Crane's picture books.** The baby's own Aesop. Warne. \$1.50. Beauty and the beast's picture book, Bluebeard's picture book, Buckle my shoe picture book, Cinderella's picture book, Goody Two Shoes' picture book, Red Riding Hood's picture book, Song of sixpence picture book and This little pig's picture book. Lane. \$1.25 each.
There are several stories in each book which are sold separately in paper covers. 25 cents each.
- Was Marilenchén erlebte.** SYBILLE VON OLFERS. Schreiber. \$1.
- What did the black cat do?** MARGARET JOHNSON. Estes. 81 p. 75 cents.
Written partly in rebus fashion, with five or six little pictures on a page.
- Where was the little white dog?** MARGARET JOHNSON. Estes. 79 p. 75 cents.
A companion volume to "What did the black cat do?"
- (The) **White kitten book.** CECIL ALDIN. Doran. illus. 75 cents.
The story of a kitten told by herself, with amusing pictures.
- Wilderness babies.** JULIA A. SCHWARZ. Little. \$1.50.
Simple stories of wild animal life. To be read to children.
- Windchen.** SYBILLE VON OLFERS. Schreiber. \$1.
- Foreign picture books can be obtained through G. E. Stechert & Co., N. Y.

2. BIBLE.

- abc* **Life of Jesus of Nazareth.** Eighty pictures by William Hole, R. S. A., R. E. Eyre & Spottiswoode, London. \$3.
Selections from the text of the King James version are accompanied by beautiful pictures in color.

- abc* Lippincott's Old and New Testaments. In one vol., \$3; in two vols., \$1.50 each.
- abc* On holy ground. REV. WILLIAM L. WORCESTER. Lippincott. 492 p. illus. \$3.
A good arrangement of the Bible for children of any age. The stories are given straight from the Bible, not paraphrased. Each story, however, is set in a simple description of the time and conditions
- ab* "Tell me a true story." MARY STEWART. Revell. 253 p. illus. \$1.25.
Tales of Bible heroes for the children of to-day. Forty-eight Bible stories simply and well told.

3. EDUCATION AND LIFE.

- c* "Boy wanted." NIXON WATERMAN. Forbes. \$1.25.
Cheerful counsel on opportunity and success.
- c* (A) Bundle of letters to busy girls on practical matters. GRACE H. DODGE. Wagnall. 139 p. 50 cents.
Sensible and helpful talks to girls.
- c* Ethics of the dust. JOHN RUSKIN. Dutton. (Everyman's library.) 35 cents.
- bc* From youth into manhood. WINFIELD S. HALL. Y. M. C. A. press. 50 cents.
On sex education. Designed for boys, 11-15 years. Recommended by the American vigilance association.
- c* Girl and woman. CAROLINE W. LATIMER. Appleton. \$1.50.
An excellent book on sex education with helpful suggestions to mothers, but should be carefully used with young girls. Recommended by the American vigilance association.
- c* (The) Girl wanted. NIXON WATERMAN. Forbes. \$1.25.
Talks on character and conduct.
- c* Letters to the farm boy. HENRY WALLACE. Macmillan. 180 p. \$1.
Intended to aid in starting the farm boy on the right track. The book has also been read with interest by city boys.
- c* What can a young man do? FRANK W. ROLLINS. Little. \$1.50.
Short descriptions of professions and trades, with much good advice and information, by a business man.

4. NATURAL HISTORY, SCIENCE, AND ANIMAL STORIES.

- bc* A-hunting of the deer. CHARLES DUDLEY WARNER. H. & M. 85 p. Paper, 15 cents.
Sketches of outdoor life, written with humor and charm.
- b* Adventures of two ants. NANNY HAMMARSTRÖM. Stokes. 79 p. illus. \$1.
A story in the form of an autobiography telling the life history of Rufa from egg to full-grown ant.
- bc* American natural history. WILLIAM J. HORNADAY. Scribner. 449 p. illus. \$3.50.
"A foundation of useful knowledge of the higher animals of North America."
- bc* Animal story book. ANDREW LANG. Longmans. 400 p. illus. \$1.50.
"True stories more or less," and most of them very interesting.
- bc* Astronomy from a dipper. ELIOT C. CLARKE. H. & M. illus. 60 cents.
A simple book for the beginner who wishes to learn the constellations. Gives charts and maps.
- ab* Aunt Martha's corner cupboard. MARY and ELIZABETH KIRBY. Nelson. 144 p. illus. 60 cents.
Stories about tea, coffee, sugar, rice, etc.
- abc* (The) Bee people. MARGARET W. MORLEY. McClurg. 177 p. illus. \$1.25.
A fascinating description of these wonderful creatures. told in the form of a story.
- b* (The) Biography of a grizzly. ERNEST THOMPSON SETON. Century. illus. \$1.50.
- abc* Bird guide. Land birds east of the Rockies. CHESTER A. REED. 200 colored plates. 75 cents.
A pocket companion for a child who is beginning to learn the birds.
- bc* Bird-life. FRANK M. CHAPMAN. Appleton. 187 p. 75 colored plates. \$2.
Contains a field key to the common birds. A useful guide for the older children and adults.
- abc* Bird neighbors. NELFE BLANCHAN. Doubleday. 234 p. colored illus. \$2 net.
An introductory acquaintance with 150 birds commonly found in the gardens meadows, and woods about our homes. School edition sold for 50 cents.
- bc* Bird stories from Burroughs. JOHN BURROUGHS. H. & M. 171 p. illus. 80 cents.
An invitation to further study.

- a* **Bird world.** J. H. STICKNEY and RALPH HOFFMANN. With 10 full-page illustrations by Ernest Thompson Seton, and colored plates. Ginn. 214 p. 75 cents net.
A book for young children.
- bc* **Birds and bees, sharp eyes and other papers.** JOHN BURROUGHS. H. & M. 96 p. 40 cents.
For over forty years the breezy pages of this author have been winning enthusiastic observers to outdoor life.
- b* **Book of the ocean.** ERNEST INGERSOLL. Century. 274 p. illus. \$1.50.
A good book for the boy or girl who likes to read of ocean voyages, the vessels in which they are made, and the wonders of the sea.
- c* **(The) Boy electrician.** ALFRED P. MORGAN. Lothrop. 394 p. illus., diagrams. \$2 net.
Practical plans for electrical apparatus for work and play, with an explanation of the principles of every-day electricity.
- bc* **(The) Boy with the U. S. Foresters.** FRANCIS ROLT-WHEELER. Lothrop. 317 p. illus. \$1.50.
An interesting and timely book with very little plot but a great deal of adventure. Precisely what forestry is and what timber conservation means is told in an attractive and interesting way.
- bc* **(The) Boy with the U. S. Survey.** FRANCIS ROLT-WHEELER. Lothrop. 381 p. illus. \$1.50.
Recounts some of the important work being done by the U. S. Geological Survey in the guise of a story of a sturdy boy's experience. Though written for boys, it will be equally interesting to many adult readers.
- c* **Boy's book of model aeroplanes.** FRANCIS A. COLLINS. Century. 308 p. \$1.50.
Tells how to build and fly them and shows plans and pictures.
- bc* **Children's book of stars.** GERALDINE E. MITTON. Black. 206 p. colored illus. \$2.
Written in simple language "to awaken the interest of intelligent children." Very attractive.
- bc* **Earth and sky every child should know.** JULIA E. ROGERS. Doubleday. 244 p. \$1.20.
Studies in geology and astronomy.
- bc* **Field book of American wild flowers.** F. SCHUYLER MATHEWS. Putnam. 551 p. colored illus. \$1.75.
An excellent handy guide.
- abc* **(The) First book of birds.** OLIVE THORNE MILLER. H. & M. 144 p. colored pictures. \$1.
Descriptions of some of the most common birds and their habits, including many anecdotes.
- b* **First studies of plant life.** GEORGE F. ATKINSON. Holt. illus. 60 cents, net.
- abc* **Flower guide.** CHESTER A. REED. Reed. \$1.
Three hundred and twenty flowers in color. Carefully indexed by color. Identification of flowers made very easy.
- b* **Fly-aways and other seed travelers.** FRANCIS M. FULTZ. Pub. school. 186 p. illus. 60 cents.
Tells how the different kinds of seeds are adapted to their modes of travel. Superior in style and illustration to Morley's "Little wanderers" and contains twice as much material. For children of ten or over.
- ab* **Four-footed Americans.** MABEL OSGOOD WRIGHT. Pictures by Ernest Thompson Seton. Macmillan. 430 p. \$1.50.
In story form.
- bc* **(The) Friendly stars.** MARTHA E. MARTIN. Harper. 265 p. \$1.25 net.
- ab* **Friends and helpers.** SARAH J. EDDY. Ginn. 231 p. illus. 60 cents.
Short stories about horses, dogs, and other domestic animals.
- b* **Gray lady and the birds.** Stories of the bird year. MABEL OSGOOD WRIGHT. Macmillan. 437 p. illus. \$1.35.
- c* **Greyfriars Bobby.** ELEANOR S. ATKINSON. Harper. 292 p. \$1.20.
The story of a little Scotch terrier whose monument stands in Edinburgh, in memory of a lifetime of devotion.

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- ab Stories of great Americans for little Americans.** EDWARD EGGLESTON. Am. bk. co. 159 p. 40 cents.

Primary American history, mainly in the form of personal anecdote, with short sentences and easy words.

- b Stories of the Great West.** THEODORE ROOSEVELT. Century. 254 p. illus. 60 cents.

A collection of stories taken from several of the author's larger works.

b **Stories of the Old Dominion.** JOHN E. COOKE. Am. bk. co. 337 p. illus. 60 cents.

Interesting incidents in the history of Virginia.

b **Stories of the Pilgrims.** MARGARET B. PUMPHREY. Rand. 247 p. illus.

c **(The) Story of our navy for young Americans.** WILLIS J. ABBOT. Dodd. 521 p. illus. \$1.50.

bc **Three years behind the guns.** MRS. W. D. TISDALE. Grosset. 293 p. illus. 50 cents.

Describes life on an American man-of-war at the time of the Spanish-American contest.

b **Twelve great naval captains.** MOLLY ELLIOT SEAWELL. Scribner. 233 p. \$1.25.

bc **(A) Virginia cavalier.** MOLLY ELLIOT SEAWELL. Harper. 349 p. \$1.50.

A story for the older children of the days of Washington.

b **(The) War of Independence.** JOHN FISKE. H. & M. 200 p. 40 cents.

Clearly written and interesting to young people.

bc **When America won liberty.** TUDOR JENKS. Crowell. 280 p. illus.

A readable account of the Revolutionary War, its causes and results.

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bc **(The) Young citizen.** CHARLES F. DOLE. Heath. 194 p. 45 cents.

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7. HISTORY, MYTHS, AND LEGENDS.

b **Adventures of Odysseus.** FRANCIS S. MARVIN *and others*. Dutton. 227 p. illus. \$1.50.

Colored illustrations, good type, and a well-told narrative make this a satisfactory edition for the younger children to read to themselves.

bc **(The) Adventures of Ulysses.** CHARLES LAMB. Ginn. 121 p. 30 cents.

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bc **Aeneid for boys and girls.** ALFRED J. CHURCH. Macmillan. 300 p. colored illus. \$1.50.

bc **Age of chivalry.** THOMAS BULFINCH. McKay. 414 p. illus. 95 cents.

Legends of King Arthur, the Mabinogion, and tales of Robin Hood.

bc **Book of discovery.** M. B. SYNGE. Putnam. 554 p. illus. \$2.50.

The history of the world's exploration from the earliest times to the finding of the South Pole.

b **(The) Book of legends.** HORACE E. SCUDDER. H. & M. 82 p. 50 cents.

A small book including some legends not easily accessible in other form.

bc **(A) Book of romance.** ANDREW LANG. Longmans. 384 p. \$1.60.

Presents in satisfactory form some of the tales of the Round Table, Robin Hood, and similar legends.

bc **Book of saints and friendly beasts.** ABBIE FARWELL BROWN. H. & M. 225 p. \$1.25.

A quaint little book with as much legendary basis as was possible to find. The stories explain many of the combinations of saints and beasts so often seen in pictures.

bc **(The) Boy and the baron.** ADELINE KNAPP. Century. 210 p. \$1.

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bc **(The) Boys' Cuchulain.** Heroic Tales of Ireland. ELEANOR HULL. Crowell. 279 p. colored illus. \$1.50.

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c **(The) Boy's King Arthur.** SIDNEY LANIER. Scribner. 422 p. illus. \$2.

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c **Boy's Percy.** SIDNEY LANIER. Scribner. 441 p. illus. \$1.50.

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c **(The) Caged lion.** CHARLOTTE M. YONGE. Appleton. 340 p. \$1.

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- bc Child's book of warriors.** WILLIAM CANTON. Dent. 318 p. illus.
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- b England's story.** EVA MARCH TAPPAN. H. & M. 357 p. 85 cents.
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- b Famous legends.** EMELINE G. CROMMELIN. Century. 181 p. illus. 60 cents.
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- ab Fifty famous stories.** JAMES BALDWIN. Am. bk. co. 172 p. illus. 35 cents.
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- b (The) Golden porch.** W. M. L. HUTCHINSON. Longmans. 294 p. illus. \$1.25.
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- Heroes of Asgard.** A. and E. KEARY. Macmillan. 25 cents.
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- c Household of Sir Thomas More.** ANNE MANNING. Scribner. \$2.
- c (The) Iliad.** HOMER. Trans. by Lang, Leaf, and Myers. Macmillan. 506 p. 80 cents.
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- bc (The) Iliad for boys and girls.** ALFRED J. CHURCH. Macmillan. 302 p. colored illus. \$1.50.
Children enjoy the Greek and Latin classics as retold by this author. He retains the spirit and where possible, the form, of the original.
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- b In the days of giants.** ABBIE F. BROWN. H. & M. 259 p. \$1.10 net.
Norse myths.
- bc In the days of Queen Elizabeth.** EVA M. TAPPAN. Lothrop. \$1.
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- b King Arthur and his knights.** MAUDE L. RADFORD. Rand. illus. 50 cents.
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- b Legends of the Rhine.** HELENE A. GUERBER. Barnes. 350 p. illus. \$1.50.
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c **Stories from the Greek tragedians.** ALFRED J. CHURCH. Dodd. 257 p. 75 cents.

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Time of the Norman conquest.

bc (A) York and a Lancaster rose. ANNIE KEARY. Macmillan. 352 p. \$1.

About two English girls named Rose.

bc (The) Young ice whalers. WINTHROP PACKARD. H. & M. 397 p. \$1.20.

Experiences of a young man on a whaling vessel and also in the frozen north, where he undergoes many hardships during two years, finally reaching the gold regions of Alaska and thence his own home.

c Young trailers. JOSEPH A. ALTSHELER. Appleton. \$1.50.

A tale of adventure with Indians in the early Kentucky days.

10. POETRY.

This list does not aim to do more than suggest a little of the good poetry which should be read by children of this age or read to them. Boys will be found especially fond of heroic poetry. "The revenge," by Tennyson, is almost faultless as a hero poem; Scott and Macauley are always loved. Children have very little comprehension yet of love or any of the more complex emotions. It is therefore only the earlier and simpler of the Arthurian legends which are adapted to their reading. It is well not to let feats of arms be the sole subject of heroic poetry. "The legend beautiful" and "The vision of Sir Launfal" are hero poems as well as "The charge of the light brigade."

In choosing poetry for memorizing the following pamphlet is helpful: *A selected list of poems suitable to be learned by children*. Selected by a committee of the Washington branch of the Association of collegiate alumnae. Press of W. F. Roberts, Washington, D. C. 25 cents.

Many of the general collections also will be found to contain poems within the comprehension of even young children. It is better to give them some great poetry which will be enjoyed for the rhythm and sound than to confine them to poems written for children.

The value of poetry in a child's life has been thus expressed:

"Rhythmic motion, or the flow of measured and beautiful sounds, harmonizes their differences, tunes them up to their tasks, disciplines their conduct, comforts their hurts, quiets their nerves; all this apart from the facts more or less important from the point of view of literature, that it cultivates their ear, improves their taste, and provides them a genuinely artistic pleasure." (McCLINTOCK: *Literature in the elementary school*.)

Blue poetry book. ANDREW LANG, *comp.* Longmans. \$2.

(A) Book of famous verse. AGNES REPPLIER, *comp.* H. & M. 75 cents.

Book of joyous children. JAMES WHITCOMB RILEY. Scribner. \$1.20.

- Book of verses for children. EDWARD VERRILL LUCAS, *comp.* Holt. \$2.
- Child life in poetry. JOHN G. WHITTIER, *comp.* H. & M. illus. \$1.12.
- (A) Child's garden of verse. ROBERT LOUIS STEVENSON. Scribner. 60 cents.
- (The) Child's harvest of verse. MARY WILDER TILESTON. Little. 323 p. illus. \$1.50.
- Children's book of poetry. H. T. COATES, *comp.* Winston. \$1.34.
- Complete poetical works. H. W. LONGFELLOW. H. & M. \$2.
- Days and deeds: A book of verse. B. E. STEVENSON and E. B. STEVENSON, *comp.* Baker. \$1.
- Evangeline. H. W. LONGFELLOW. H. & M. 40 cents.
- Golden numbers. K. D. WIGGIN and N. A. SMITH, *editors.* McClure. \$1.25.
- Golden staircase. LOUEY CHISHOLM, *comp.* Putnam. \$1.50.
- Golden treasury. FRANCIS T. PALGRAVE. Macmillan. \$1.
- Grandmother's story and other poems. O. W. HOLMES. H. & M. 25 cents.
- Heart of youth. Young people's poems; gay and grave. JEANNETTE L. GILDER, *comp.* Sturgis & Walton. \$1.25.
- Land of song. KATHARINE H. SHUTE, *comp.* Silver. 3 vols.: vol. 1, 36 cents; vol. 2, 48 cents; vol. 3, 54 cents.
- Lays of ancient Rome. T. B. MACAULAY. H. & M. 25 cents.
- Love songs of childhood. EUGENE FIELD. Scribner. 75 cents.
- Lullaby land. EUGENE FIELD. Scribner. \$1.12.
- Lyra heroica. WILLIAM E. HENLEY, *comp.* Scribner. \$1.25.
- (The) Pied piper of Hamlin. ROBERT BROWNING. Illus. by Hope Dunlap. McNally. \$1.50.
- Poems of childhood. EUGENE FIELD. Illus. by Maxfield Parrish. Scribner. \$2.50.
- Poems that every child should know. MARY E. BURT, *comp.* Doubleday. 90 cents net.
- (The) Posy Ring. KATE D. WIGGIN and NORA A. SMITH, *editors.* Doubleday. \$1.25.
- Rhymes and jingles. MARY MAPES DODGE. Scribner. \$1.10.
- Songs every child should know. DOLORES BACON, *ed.* Doubleday. 90 cents.
- Story-telling poems. FRANCES J. OLCOTT, *comp.* H. & M. \$1.25.
- Stories and poems for children. CELIA THAXTER. H. & M. 60 cents. Also \$1.10.
- Vision of Sir Launfal. J. R. LOWELL. H. & M. 75 cents.
- With trumpet and drum. EUGENE FIELD. Scribner. 75 cents.

11. BOOKS FOR OCCUPATION AND AMUSEMENT.

- bc At home in the water. GEORGE H. CORSAN. Y. M. C. A. press. 157 p. illus. 75 cents. Paper, 50 cents.
Instruction in swimming.
- c Box furniture. LOUISE BRIGHAM. Century. 304 p. \$1.60.
How to make a hundred useful things for the home.
- bc (The) Boy craftsman. Practical and profitable ideas for a boy's leisure hours. A. NEELY HALL. Lothrop. 393 p. \$1.50.
- bc Boy scouts of America. Official handbook. Doubleday. 400 p. 50 cents; paper, 25 cents.
A handbook of woodcraft, scouting and lifecraft. Valuable for any boy to own.
- Camping for boys. WILLIAM HENRY GIBSON. Y. M. C. A. \$1.
- ab (The) Child's rainy day book. MARY WHITE. Doubleday. 215 p. \$1.
A book showing children how to make many things.
- c Emergencies. CHARLOTTE EMILY GULICK. Ginn. 173 p. illus. 40 cents net.
Teaches in a simple, direct way what to do in case of all kinds of accidents and how to avoid them.
Based on the careful study of accidents to children reported in the newspaper press during a period of nine months.
- bc Games for the playground, home, school and gymnasium. JESSIE H. BANCROFT. Macmillan. 456 p. illus. \$1.50.

- bc* **Harper's camping and scouting.** G. B. GRINNELL and E. L. SWAN. Harper. 398 p. \$1.75.
- bc* **Harper's indoor book for boys.** JOSEPH H. ADAMS. Harper. 364 p. \$1.35.
- bc* **Harper's outdoor book for boys.** JOSEPH H. ADAMS. Harper. 381 p. illus. \$1.75.
- bc* **Home candy-making.** SARAH C. RORER. Arnold. 89 p. 50 cents.
- bc* **(The) House of the heart and other plays for children.** CONSTANCE D'ARCY MAC-KAY. Holt. 226 p. \$1.20 net.
Ten one-act plays for children, suitable for public school, settlement and church entertainments. Full directions for dramatic action and for the simple settings and costumes are given with each play.
- ab* **How to dress a doll.** MARY E. MORGAN. Altamus. 95 p. illus. 50 cents.
Every process in making a doll's wardrobe is fully explained by an experienced sewing teacher, and made clear with the help of diagrams. All the steps in plain sewing are covered.
- bc* **Jack of all trades.** D. C. BEARD. Scribner. 287 p. \$2.
A most suggestive book for boys of all ages, giving carefully illustrated descriptions of occupations and amusements indoors and out. Recommended for home or school.
- ab* **Lady Hollyhock and her friends; a book of nature dolls and others.** MARGARET C. WALKER. Baker. 153 p. \$1.25.
Shows how to make the acorn family, pansy ladies, radish babies and many other entertaining people.
- bc* **(A) Little cook book for a little girl.** CAROLINE B. BURRELL. Estes. 179 p. 75 cents.
- ab* **Little folks' handy book.** LINA BEARD and ADELIA B. BEARD. Scribner. 144 p. 75 cents.
Simple handicraft for little children. Differs from kindergarten books in that the toys suggested by text and illustrations are made from empty spools, clothes pins, kindling wood, etc., encouraging resourcefulness and simplicity in play. Children of nine and ten can use it without help.
- b* **Little gardens for boys and girls.** MYRTA M. HIGGINS. H. & M. 152 p. illus. \$1.10.
Practical hints about what to plant and when.
- ab* **Little plays for little people.** MARION I. NOYES. Ginn. 122 p. 35 cents.
Sixteen short, easily learned plays for little children, with clear directions for stage settings and costumes.
- bc* **Magical experiments.** ARTHUR GOOD. McKay. 329 p. illus. \$1.25.
- b* **Saturday mornings.** CAROLINE B. BURRELL. Estes. 170 p. 75 cents.
How Margaret learned to keep house.
- bc* **Silver thread and other folk plays for young people.** Holt. 239 p. \$1.10 net.
Eight plays from the folk-lore of different nations, arranged for use in grammar grades.
- a* **Stick and pea plays.** CHARLES S. PRATT. Lothrop. 112 p. 54 cents.
A little book describing objects that children can make from sticks and peas.
- bc* **Three hundred things a bright girl can do.** LILLA E. KELLY. Lippincott. 437 p. \$2.
- bc* **What a girl can make and do.** LINA BEARD and ADELIA B. BEARD. Scribner. 391 p. \$1.60.
A book describing articles that an ingenious girl can make, and games and entertainments that she can enjoy. Recommended as a useful book in the home.
- bc* **What shall we do now?** D. F. CANFIELD. Stokes. 409 p. \$1.50.
Games and pastimes for American children.
- bc* **When mother lets us cook.** CONSTANCE JOHNSON. Moffat. 95 p. illus. 75 cents.
Fifty simple recipes selected "with a view to economy and a child's diet," which most girls of ten could understand and use. Directions for each dish are prefaced by a list of ingredients and utensils needed. Interspersed are more important cooking rules in doggeral.
- abc* **When mother lets us garden.** FRANCES DUNCAN. Moffat. 111 p. illus. 75 cents.
A simple written and attractive book, telling just how to begin a little garden and how to plant and care for the flowers and vegetables that grow most easily. There is also a section on indoor gardening.
- ab* **When mother lets us give a party.** ELSIE D. YALE. Moffat. 97 p. 75 cents.
- ab* **When mother lets us keep pets.** ANGELA M. KEYES. Moffat. 102 p. 75 cents.
A few simple rules for the care of animals, which children themselves can carry out.

- ab* When mother lets us play. ANGELA M. KEYES. Moffat. 134 p. illus. 75 cents.
- c* (The) Wonderland of stamps. W. D. BURROUGHS. Stokes. 220 p. illus. \$1.50.
A good-natured uncle with a large stamp collection tells to nephews and nieces many stories of the history and meaning of the stamps.
- bc* Woodworking for beginners. CHARLES G. WHEELER. Putnam. \$2.50

12. KEY TO PUBLISHERS.

- Altemus.—Henry Altemus, Philadelphia,
Am. bk. co.—American Book Co., New York and Chicago.
- Appleton.—D. Appleton & Co., New York City.
- Arnold.—Arnold & Co., Philadelphia.
- Atkinson.—Atkinson, Mentzer & Grover, Chicago.
- Baker.—Baker and Taylor, New York City.
- Barnes.—A. S. Barnes, New York City.
- Black.—Adam and Charles Black, London.
- Bobbs.—Bobbs-Merrill Co., Indianapolis.
- Burt.—A. L. Burt, New York City.
- Century.—The Century Co., New York City.
- Crowell.—T. Y. Crowell & Co., New York City.
- Dent.—J. M. Dent & Co., London.
- Dodd.—Dodd, Mead & Co., New York City.
- Dodge.—Dodge Publishing Co., New York City.
- Doubleday.—Doubleday, Page & Co., New York City.
- Duffield.—Duffield & Co., New York City.
- Dutton.—E. C. Dutton, New York City.
- Educ. pub. co.—Educational Pub. Co., Boston.
- Estes.—Dana Estes & Co., Boston.
- Eyre & Spottiswoode.—Bible Warehouse, London.
- Flanagan.—Flanagan, Chicago.
- Forbes.—Forbes & Co., 445 South Dearborn Street, Chicago.
- Ginn.—Ginn & Co., Boston.
- Grosset.—Grosset & Dunlap, New York City.
- Hachette.—Hachette et Cie, 79 Boulevard Saint-Germain, Paris, France.
- Harper.—Harper & Bros., New York City.
- Heath.—D. C. Heath & Co., Boston.
- Hodder.—Hodder and Stoughton, New York City.
- Holt.—Henry Holt & Co., 34 West Thirty-third Street, New York City.
- H. & M.—Houghton Mifflin Co., 4 Park Street, Boston.
- Jacobs.—George W. Jacobs, Philadelphia.
- Lippincott.—J. B. Lippincott, Washington Square, Philadelphia.
- Little.—Little, Brown & Co., 34 Beacon Street, Boston.
- Longmans.—Longmans, Green & Co., Fourth Avenue and Thirtieth Street, New York City.
- Lothrop.—Lothrop, Lee and Shepard Co., Boston.
- McClurg.—A. C. McClurg, Chicago.
- McDevitt-Wilson.—McDevitt-Wilson, 30 Church Street, New York City.
- McKay.—David McKay, Philadelphia.
- Macmillan.—The Macmillan Co., New York City.
- Merrill.—Charles E. Merrill, New York City.
- Nelson.—Thomas Nelson & Sons, New York City.
- Newson.—Newson & Co., New York City.
- Outlook.—Outlook Publishing Co., New York City.
- Page.—L. C. Page & Co., New York City.

Pearson.—C. Arthur Pearson, London.

Penn.—Penn Publishing Co., Philadelphia.

Pilgrim.—The Pilgrim Press, 14 Beacon Street, Boston, and 19 West Jackson Street, Chicago.

Plon.—Plon-Nourrit et Cie, Rue Garancière, 8, Paris, France.

Pott.—James Pott & Co., New York City.

Pub. school.—Public School Publishing Co., Bloomington, Ill.

Putnam.—G. C. Putnam's Sons, New York City.

Rand.—Rand McNally Co., Chicago.

Reed.—Chester A. Reed, Boston.

Revell.—Fleming H. Revell & Co., New York City.

St. John.—Thomas M. St. John, New York City.

Scribner.—Charles Scribner's Sons, 153-157 Fifth Avenue, New York City.

Silver.—Silver, Burdett, New York City.

Small.—Small, Maynard, Boston.

Stokes.—Frederick A. Stokes Co., 443-449 Fourth Avenue, New York City.

Wagnall.—Funk and Wagnall, New York City.

Warne.—Frederick A. Warne & Co., New York City.

Wilde.—W. A. Wilde, Boston.

Wiley.—John Wiley & Sons, New York City.

Y. M. C. A. press.—Association Press, New York City.

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DEPARTMENT OF THE INTERIOR.

BUREAU OF EDUCATION.

WASHINGTON, D. C.

HOME EDUCATION BY MEANS OF READING COURSES
AND THE COOPERATION OF STATE AND NATIONAL
AGENCIES.

By ELLEN C. LOMBARD,

Director of Home Education.

*Report of the Conference of Special Collaborators and Librarians
Called by the United States Commissioner of Education and
Held at Lexington, Ky., April 22, 1922.*

Representatives from 24 States and the District of Columbia were present, as follows: Arkansas, 1; Colorado, 1; District of Columbia, 4; Illinois, 2; Indiana, 5; Kansas, 1; Kentucky, 11; Louisiana, 2; Massachusetts, 2; Michigan, 1; Mississippi, 1; New York, 1; North Carolina, 2; North Dakota, 1; Ohio, 2; Oklahoma, 1; Pennsylvania, 2; South Carolina, 1; Texas, 1; Utah, 2; Virginia, 1; Wisconsin, 2; total, 49.

PROGRAM.

General chairman: ELLEN C. LOMBARD, United States Bureau of Education.

General topic: Problems of cooperation between State and national agencies in connection with the home reading courses.

- (1) Conference opened by the United States Commissioner of Education, John J. Tigert.

- (2) Problems of cooperation. Practical suggestions for improvement and extension. Local problems.

Topic chairman: O. E. Klingaman, director of extension, University of Iowa.

Discussion: Wellington Patrick, director of extension, University of Kentucky.

- (3) Suitability of materials. Suggestions for new material, sources, etc.

Topic chairman: Charles G. Maphis, director of extension, University of Virginia.

Discussion: Elmore Peterson, director of extension, University of Colorado.

General topic: Problems of cooperation between State and national agencies in connection with the home reading courses—Continued.

- (4) Library cooperation and its success. Reciprocal relations.

Topic chairman: Carl H. Milam, secretary, American Library Association, Chicago.

Discussion: Mary B. Palmer, secretary, North Carolina Library Commission. C. B. Roden, librarian, Chicago Public Library.

- (5) Value of the service. Accomplishments. How the service can be made more valuable.

Topic chairman: Walton S. Bittner, associate director, extension division, Indiana University.

The conference was opened by the Commissioner of Education with a statement of the reasons for calling special collaborators and librarians together to discuss the home reading project and the plan of cooperation existing between the several States and the Federal Bureau of Education. Attention was directed to the difficulties and limitations to be overcome, and the desirability for frank expression of opinions as to the means of surmounting these obstacles and making the work more effective.

COOPERATION IN IOWA.

By O. E. KLINGAMAN.

If one wishes to spend his leisure half hours in a way leading to true pleasure as well as to true profit, he can do nothing better than read good books. The average American satisfies himself with what the current magazines and newspapers afford, letting the better literature of the world lie on the shelves of libraries or in bookshops, unknown and unread save by the few who have found that books contain the great principles of life.

Consistent, orderly reading of the world's classics is within the reach of everyone—the business man at his desk, the mother in her home, the youth and the maid, the boy and the girl; all have time, if they will use it, to read some definite group of books that will fit them more fully for the part they are to play in the drama of life.

Ideas such as these are familiar. Most people like to read, and they are glad to read good books, but they find it difficult to hold themselves down to steady, orderly effort. Encouragement has come from many sources in the past, and now a great governmental institution has seen the importance of good reading and has begun to outline regular courses in various fields. The Bureau of Education of the Department of the Interior is the institution which has this work in hand. So vast is its territory that the department has re-

requested the assistance of other competent organizations in the various States. In the State of Iowa such cooperation is offered by the extension division of the University of Iowa.

Some of the courses will appeal to boys and girls and some to adults of varying tastes. The courses are well balanced and cover almost every field of activity. After the reading of each course is completed as prescribed, a certificate will be awarded bearing the seal of the United States Bureau of Education and signed by the Commissioner of Education. All men and women, young and old, who want to know the best there is in the literature of the world and to gain the inspiration it gives, are invited to join this national reading circle.

Home education was organized for Iowa in July, 1920. The first publicity was in the form of a S. U. I. Service Bulletin, issued by the extension division. It was sent to returned soldiers, high-school and rural teachers, parent-teachers' associations, etc., and met with a generous response from various people all over Iowa.

The next publicity was of the same bulletin form, published in August, 1921. This went to various organized associations in different communities, county agents, ministerial associations, libraries, county superintendents, and principals of all schools, besides our active mailing list. We now have 200 active readers, ranging from 16 to 70 years of age. Our list includes high-school students, doctors, lawyers, clubwomen, farmers and their wives, politicians, business men, mechanics, and tradesmen of various sorts, studying the books leading to a greater grasp of their individual subject, need, or advancement. High-school and college students supplement their studies in history and literature by many of the various courses.

A group of young girls in the Amana Colonies are reading several different courses—striving to know more of the world and its history and literature than is possible to get in the graded schools they are allowed to attend.

Another reader, a woman totally blind, has completed Courses I, II, and IX; she reads all her books by the Braille system and then types her own reports.

We have groups of clubwomen reading and reviewing different books at their meetings. Mothers who have children in our university and in various colleges are striving by this means to keep pace with their sons and daughters.

We have many requests from readers concerning our Americanization or citizenship courses. If courses could be outlined containing books on naturalization, elections, and the ballot; laws concerning women and children; political parties and platforms; county and municipal governments; tax levies, etc., it would meet this demand.

DISCUSSION. Mr. Wellington Patrick discussed the difficulties encountered in carrying on the work in Kentucky because of inadequate library facilities throughout the State. He recommended that the Commissioner of Education call a general conference next fall, in cooperation with institutions and organizations in Kentucky, to enable educational and social forces to discuss and formulate a definite movement to overcome these limitations.

SUITABILITY OF MATERIAL WITH SUGGESTIONS FOR NEW MATERIALS.

By CHARLES G. MAPHIS.

It was not long after the extension division of the University of Virginia had agreed to act as administrative agent for the reading courses in Virginia that the fact was realized that the greatest obstacle in the way of the wider use of the courses was the inability of prospective readers to secure books on account of the lack of library facilities in the State and the expense of purchasing the necessary books.

We, therefore, addressed our first attention largely to an effort to secure these facilities. A new service was created in the State library in Richmond, which agreed to purchase all the books required by the various reading courses and to lend them free of charge to those who enrolled. To supplement this work a small appropriation was made by the University extension division itself for the purchase of books to lend in a similar way. Thus two new agencies of service were created by the reading course in this State.

My topic for discussion is "Suitability of Materials, with Suggestions for New Materials." The aim of the course will determine largely its extent. If it is intended primarily for those who have already acquired some taste for reading and cultivated to some extent the habit of reading, the present course may be adequate, because I have found that it appeals very largely to that class of persons. In the 21 courses now offered 382 books are required. While it is true that the world of books is too large for any one person to master, there is some doubt in my own mind whether the courses as now outlined make a sufficiently wide appeal to interest persons who have not already acquired the habit of reading or to attract persons who are in need of courses of reading in their special fields.

I therefore suggest the following additional material:

(1) A new course of fiction made up largely of last year's "best sellers." I think all librarians would testify to the fact that there is greater demand for fiction than for any other class of literature. Through this course as a beginning, interest might be established in other lines of reading.

(2) A course of the best war books.

(3) A course of books on citizenship and government. This, in my opinion, is a very important course and would appeal largely to new women voters.

(4) A course of books on labor and capital.

(5) A course of business books for business men.

(6) A course on rural sociology and economic problems.

(7) A course consisting of the best children's books.

In my opinion, if the reading courses were made shorter and a smaller number of books required for their completion, a much larger proportion of those who enroll would complete the courses and many others would be induced to undertake them. It would have the additional advantage of allowing a diversity of reading. Most persons do not care to confine their reading to one subject or one division of literature for so long a time as to complete the reading of from 20 to 30 books. Therefore, in my opinion, it would be wise to establish more courses with fewer required books in each and thus appeal to a larger number of groups with diversified interests and encourage the completion of the courses.

A reader who has completed from 5 to 10 books in one subject is likely to have created an interest which would lead him voluntarily to further exploration in that field without the requirements of the course.

DISCUSSION. Mr. Elmore Peterson pointed out that suitability of materials was not so important as availability in his work in Colorado. He asked what was to be done when there were no libraries and no book stores. He stated that in Colorado books would be purchased and made available to all who called for them.

LIBRARY COOPERATION.

By CARL H. MILAM.

With the possible exception of newspapers and magazines no agency or institution can do so much for the promotion of voluntary self-education as the American public library. It is the one tax-supported educational agency whose business is to serve the educational needs of every citizen throughout all the years of his life.

Whatever may have been true in the years that have passed, it is certainly not true now that the public library is primarily a place for the circulation of popular novels—a sort of ladies' and children's "pink tea" affair. The library which is pointing the way in these days is the one which is emphasizing its educational functions; the one which is in reality becoming a headquarters and fountain source for all the ambitious men, women, and children who want to

read and study seriously to a definite end. It is a university, a college, high school, elementary school, correspondence school, and night school—all in one—without formal classes.

All libraries are doing this educational work to a greater extent than the public realizes. Progressive libraries are looking forward to the day when adequate funds will be provided that will make possible a more generous provision of the books which promote serious thinking; and the employment of a staff of trained specialists in the use of books to promote reading and study and to give detailed advice to those who want to undertake courses of reading.

DISCUSSION.—Mr. Henderson, of the University of Michigan, called attention to the pathetic condition of boys and girls who spend 5 or 6 years of their lives learning to read and are then unable to make use of their accomplishment for lack of library facilities.

LIBRARY FACILITIES IN NORTH CAROLINA.

By MARY B. PALMER.

The determination of educators and librarians that American people should not only have access to books but should also know how to use them effectively and should have the desire to read has resulted in many plans for book extension. The first difficulty for all of us comes with individuals who have not yet learned the mechanics of reading. This group includes not only those who can not read, but those who deal with print hesitatingly and with effort. And there are those who are not prepared to handle an unfamiliar form of print, such as indexes, manuals, compilations of statistics, etc. They are entirely unable to use books as tools. The third group of special difficulty is made up of the people who receive only as much as the author gives, and contribute nothing themselves to the reading of the book. We need more "creative readers," as Carl Van Doren defines the reader who "challenges, disputes, denies, fights his way through his book, and emerges to some extent always another person."

To bring books to all the people of North Carolina has been the chief purpose and aim of the North Carolina Library Commission. Of the 2,559,123 "Tar Heels," only 3,299 are foreign born. In the past 10 years the urban population has increased from 14 per cent to 19 per cent. We have 560 textile mills in the State, and the value of our manufactured products is almost a billion dollars. In wealth, production, and influence we are rapidly becoming an industrial State. However, 1,828,000 of our people live outside incorporated places, and our plans must be made chiefly for rural districts.

To supply the reading interests of our people the library commission has sent free traveling and package libraries into every county. In 1921 the appropriation was increased 118 per cent and the use of books has shown a corresponding increase. The package libraries include debate material for rural schools, study club papers, and farmers' libraries, in addition to a great quantity of material on subjects varying from fertilizers to the Einstein theory.

The traveling libraries, containing 40 volumes each, go to rural schools and communities, and frequently afford the first opportunity of contact with books beyond the school textbooks. Letters of keen appreciation of these books come to the office almost daily. They tell the story of what books can mean to persons shut in by bad weather, swollen streams, or simply by distance from their neighbors.

To our rural folk reading courses appeal strongly. This is particularly true of our young people, who are eager to get the best from books. The reading courses of the United States Bureau of Education afford an introduction to the world of print and should be placed in the hands of every American boy and girl.

VALUE OF THE HOME READING SERVICE.

By W. S. BITTNER.

There is no doubt that university extension and the adult education movement in the United States suffer from the lack of national integration. Theoretically it is a fine thing for each State to go its own way, experiment, and develop independently its ventures in adult education and public-welfare service, but practically each State agency limps along in a kind of isolation, lacking the help that might come from a knowledge of how other States are solving identical problems arising from a national undertaking. The 15 or more universities which conduct the United States home reading courses can rely on the Bureau of Education for definite assistance. They can compare the results with some certainty, because the courses are conducted on a uniform basis.

The prestige alone of State cooperation with a Federal bureau is sufficient to justify almost any concrete device or plan of cooperation. No matter how much Americans may seem to dislike Federal bureaucracy, they are impressed favorably when it aids a State agency. An established connection between the United States Bureau of Education, the State department of public instruction, and the State university, such as exists in the case of the home reading courses, is valuable simply because it is a tangible connection. It is a healthy sign; it gives hope of intelligent unity in action, even though it should have been no more than a paper declaration in that direction. A co-operative undertaking tends to strengthen all the agencies working

together if for no other reason than that it implies harmony and an absence of disconnected effort.

The plan of decentralization, of using State collaborators in administration, is a good one for several reasons. It helps to negative the fear of so-called Federal interference; it sets aside the criticism of United States bureaus on the ground of meddling, dictation, or control. If decentralization were adopted as a permanent comprehensive method, it should make possible a great extension of nationally supported projects in education without inviting opposition to alleged overexpansion at Washington. Washington offices used to be, probably still are, flooded with requests for information on all sorts of things, and many of these requests were referred, transferred, and referred again from bureau to bureau. Why not have one reference back to the university in the State from which the inquiry came—for certain kinds of information that are not readily available in the Federal departments? The package library service of the university extension divisions would lend itself to the same kind of plan under which the home reading courses are administered. Correspondence study courses in high school and college could be offered more economically and efficiently by State universities if a central agency like the Bureau of Education would provide a means for cooperation.

It seems to me to follow naturally that any plan which involves Federal and State cooperation should have as many earmarks of connection as possible and convenient. The appointment of collaborators and the use of the frank seem trivial in themselves, but they are, to the public, proof of cooperation. That the public likes to get a "United States official business" communication is less amusing than encouraging. To receive a certificate signed by Federal and State officials, bearing the seal of a United States bureau, is an accomplishment not to be despised. Federal sanction is powerful. The franking privilege is valuable because it helps directly to sell ideas as well as because it aids poverty-stricken educational institutions. As far as Indiana is concerned, the financial consideration is unimportant, unless the free mailing privilege should be extended to the package library and general information services. In the latter case the saving to the university would be considerable.

The home reading course plan has proved helpful to university extension divisions and to the State departments of public instruction. In Indiana I find considerable evidence that approval is given to the definite sign of cooperation between the State institution, the State board, and the Federal bureau. The State department of public instruction welcomes the opportunity to encourage reading in and out of the schools. The university extension division has for many years tried various devices to encourage systematic study and reading; it

has found the United States Bureau of Education home reading courses best suited to reach that wide and miscellaneous class which can not undertake the sustained study demanded by college correspondence courses.

We have a large number of inquiries about the home reading courses. Not only do they come from members of parent-teacher groups, which we try especially to reach, but also from teachers, librarians, and from men and women of the most varied occupations. Grade students and high-school students, too, get help from the courses. Often former college students write for enrollment blanks, and a few enroll. Some learn for the first time about the regular correspondence study courses and enroll in them.

Many persons whose attention is caught by the reading courses become interested in other methods of home education. The courses catch the fancy of people who otherwise would get little or no introduction to educational materials, never know of the Bureau of Education, nor know at all of the services of their State university. Enrolled readers represent most varied occupations: Housewives, railroad brakemen, telegraph operators, electricians, clerks, glass workers, office managers, farmers, art students, ministers, and school boys and girls. Those who recently obtained certificates were, respectively, housewives, school children, a minister, a high-school principal, a librarian, and a college student.

Probably the number of persons who enroll and complete courses will never be large compared to the number who write to the university for information or to the number who become interested in the idea of reading selected books consecutively. No figures are available to show how many teachers use the official reading lists as guides for their pupils, how many women's clubs use them for their programs, or how many librarians distribute the leaflets to their patrons to help them in the selection of books from the local library. There are several librarians in Indiana who make a practice of enrolling readers and supervising their reports.

The value of the courses is not alone to be measured by the number of persons who complete them nor by the character of the "work" the readers do, but chiefly, to my mind, by the power of suggestion—the impulse toward high-class literature which is given to the scores of youths and adults who ask for the printed lists and give some interest and attention to them. A surprisingly large number actually enroll, purchase some of the standard books, and read them. I have little patience with that academic insistence which demands lesson papers and elaborate tests as essential evidence of educational values. I think even a display advertisement is not to be despised as a possible educational device. What book reviews may do for the sophis-

ticated, a list of good books attractively displayed may do for the unschooled. In this age of flood and deluge of printed matter simple charts and compasses are more important than elaborate treatises on navigation. The people need direct, plain aids in selecting books and constant stimulus toward worth-while reading.

We have received inquiries concerning the courses from about 1,200 people. Of these, about 300 have enrolled in one or more of the courses.

SUGGESTIONS.

I. Get State libraries to extend loan periods on books for enrolled readers. The following is a letter from Mrs. Annie Newsom, of Columbus, Ind., a farmer's wife:

A year ago I asked for membership in the home education division, reading course No. 1. Until now I have not sent in any report, as you know. We are "dirt farmers," and I am a very busy woman, having comparatively little time for studious reading. Also, I have had some difficulty in securing the desired books. I can not afford to buy all. While the State library is all one could ask for in giving aid—always very prompt, courteous, and most efficient—the time allowed to keep the books invariably slips by before the planned reading is completed. My reading, therefore, has been rather spasmodic, but not indifferently done, as my tardiness in reporting may have led you to infer. I hope that this tardiness has not forfeited me my membership, as I am anticipating much pleasure and profit from the courses.

II. Special lists for grade and high-school pupils, approved by teachers for outside reading work.

III. New courses: (1) Contemporary fiction; American writers, such as Sinclair Lewis, Dorothy Canfield Fisher, Margaret Deland, Edna Ferber, Gertrude Athens, and John Dos Passos.

(2) English writers like Rudyard Kipling, A. S. M. Hutchinson, G. K. Chesterton, Thomas Hardy, W. L. George, W. Somerset Maugham, John Galsworthy, George Bernard Shaw, Lord Dunsany, H. G. Wells, E. V. Lucas, and Conan Doyle.

(3) Modern drama. Such authors as J. M. Barrie, G. B. Shaw, Maurice Maeterlinck, Lady Gregory, Percy Mackay, Hendrik Ibsen, John Galsworthy, Oscar Wilde, Synge, Eugene O'Neill, and B. F. Yeats.

SUMMARY.

In summarizing, it is well to repeat the note of belief in the value of the project generally expressed, notwithstanding the difficulties still to be overcome. The plan for a general conference in Kentucky, looking forward to a state-wide effort to furnish books where needed, was one contribution to the conference.

A new service in the State Library of Virginia has been instituted, as a result of the efforts of the special collaborator in Virginia in connection with the reading courses.

Suggestions were made regarding new lists, such as lists on the latest war books; citizenship and government; labor and capital; business and salesmanship, business administration; general culture; modern poetry, etc.

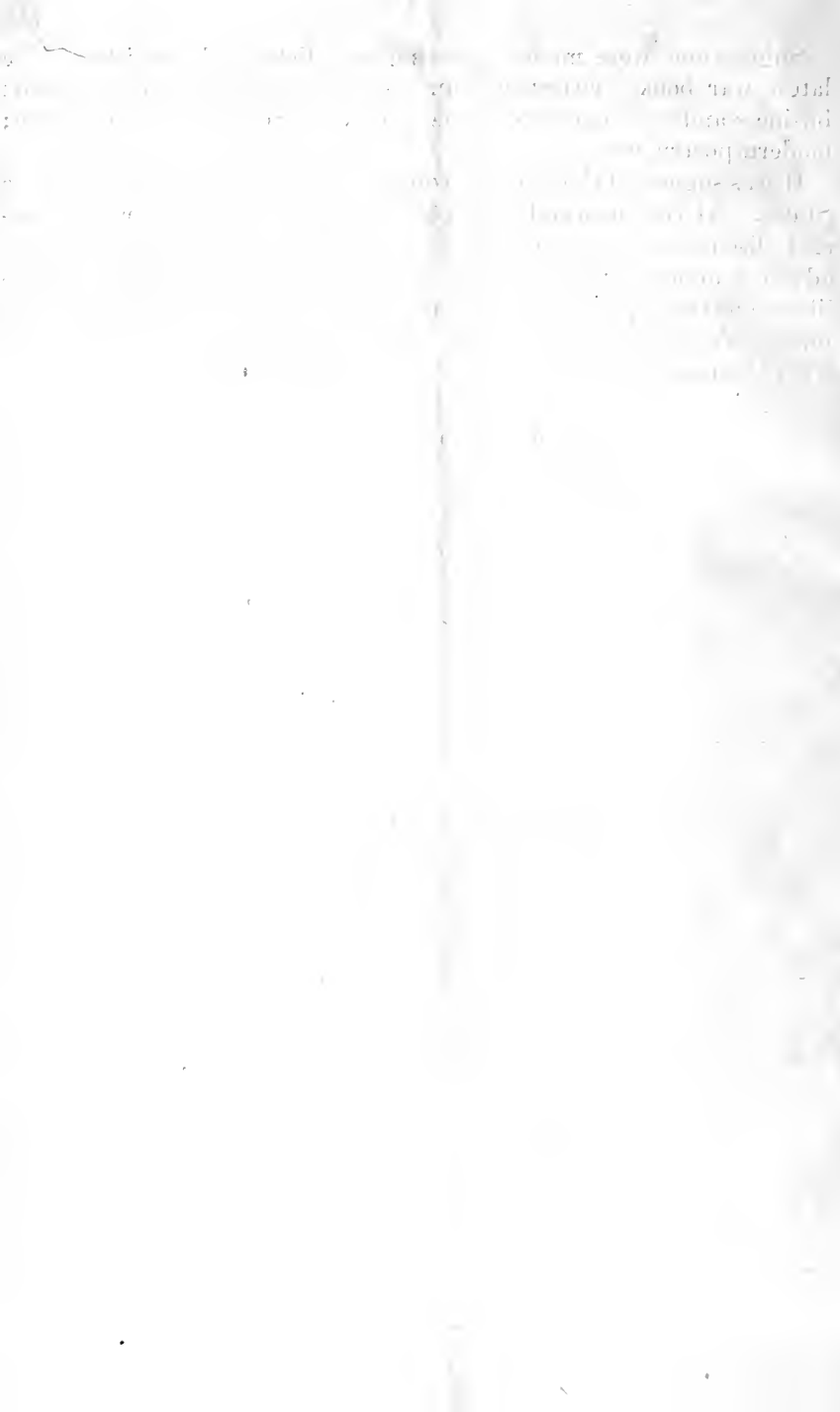
It was suggested that shorter courses would be more useful in some States. At the informal conference of librarians, there was a general discussion of reading courses. A request was made for the advance announcement of new reading courses in order to give librarians the opportunity of securing the books in advance of the demand. A request was made for a course in agriculture and country life to be ready for distribution at State fairs in the fall.

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PARENT-TEACHER ASSOCIATIONS

How HOME and SCHOOL
WORK TOGETHER

By

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and

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HOW HOME AND SCHOOL WORK TOGETHER THROUGH PARENT-TEACHER ASSOCIATIONS.

Seventy-five years ago, when school was kept in the small log schoolhouse in the clearing, when the teacher "boarded around among the pupils," and not infrequently the social life of the community centered around the school, the relation of teacher and patron was a close one. As the school grew, however, this social relationship in many cases disappeared, and in the present complicated school system the parents and the teachers of a child rarely meet. As a result the school curriculum appears more and more to the parent as an outside institution, planned by strangers without reference to home life and executed by persons who do not consider home needs. The teacher, on the other hand, feels a lack of cooperation and sympathy on the part of the parents.

It is to further a much-needed spirit of cooperation that the parent-teacher associations are formed. When school-teachers and patrons get together regularly in a semisocial way, the friendliest feeling is fostered; and, in addition, current school questions can be brought up and discussed in a forum representing the points of view of both home and school. This not only gives practical help to the individual teacher but makes an opportunity for the expression of general public opinion on such important questions as discipline, recreation, health, the treatment of individual differences, and movements for community welfare. Patron cooperation lessens occasions for acute crises in school administration and promotes orderly and harmonious adjustment of the educational system to community needs.

AID TO THE SCHOOLS.

State Superintendent Brooks, of North Carolina, says that successful public schools can not be maintained without the cooperation of patrons, teachers, and school officials. For many years it was thought that the governing board of a school represented the public. Therefore, little attention was paid to securing the cooperation of the individual patrons. The public school, however, should seek to promote not only the well-being of the individual pupil but the unity, harmony, and welfare of the entire community. No agency has come to the aid of the schools that has greater possibilities for good than the parent-teacher association.

He says further that the parent-teacher teachers an understanding of the peculiar helps or hindrances of home environment, the children to which the school is exposed about a cooperation of parents and teachers a large way for the improvement of the isolation, clannishness, and community people learn from one another and when they learn from one another disappear, and harmony, as a rule, is the result. is the one in which all of its citizens are active government. The purpose of the parent-teacher harmony with the modern spirit of cooperation munity, every village, and every citizen should be that this spirit of cooperation may extend its the parents and the children.

Through the complete understanding of how be gained through the parent-teacher meetings, supplement home training by emphasizing those which have received least attention at home: good health habits, cleanliness, and neatness, ing; they can instill a regard for civic beauty, a values in law and order and property rights, and standards of living. They can teach children the health of their pupils by seeing that the schoolroom tilation, heat, and light, and by notifying parents discovered at school.

Parents are asked to arrange home conditions so that they are work. They will see that children get their duties are so arranged that children do not have to to get off to school. They will observe school regulations diseases, and school rules to protect the health and will heed the advice of the school authorities as discovered in the children at school.

Dr. Edna Hatfield Edmondson, president of the Teacher Association, says that the parent-teacher ern social device for bringing parents and teachers informal, friendly conference for a mutual of the home and the school as related to children clearing house of information between parents and meetings on fixed dates save time and effort for both. discussion possible there aids in establishing the

that ought to exist between parents and teachers. Individual problems can be taken up as general problems, so as to give offense to none. Difficulties and misunderstandings disappear when discussed over a cup of tea. Meeting in this way, parents and teachers teach each other, and both have their points of view changed. Parents lose somewhat their highly overpersonal attitude to their own children by an increased interest in all the children of the school, and teachers lose somewhat their highly impersonal attitude because of an increased interest in the children as members of individual homes.

In a recent issue of *SCHOOL LIFE*, a publication of the United States Bureau of Education, it is reported that many parents do not know whether or not their children have healthful surroundings at school; whether the lighting and ventilation are good; whether the school lacks equipment. They do not know the good points of the school. Sometimes they oppose improvements because of the higher taxes they would have to pay. But when they have talked with the teachers and inspected the school they generally realize the need for improvement and are usually willing to pay the taxes for the benefit of the children.

Such important institutions as medical and dental inspection, the kindergarten, the school hot lunch, and the visiting nurse have been introduced in many schools through the efforts of parent-teacher associations. Canning clubs, first-aid classes, thrift clubs, and school libraries have been encouraged and helped. Money has been raised by sales, etc., to buy victrolas, pictures, equipment for playgrounds, instruments for school orchestras, motion-picture machines, stereopticons, facilities for domestic science and manual training, scales for weighing children, and other things that the ordinary appropriations do not cover.

The expense of textbooks is a problem in many places. In some towns the parents have worked to influence the board to supply free textbooks. In others they have arranged for pupils to rent the books. In rural districts associations have worked for consolidation of schools.

Among the other improvements brought about by various associations are: Building a new furnace, installation of shower baths, planting of trees on school grounds, building of tennis courts, establishment of continuation schools and attendance bureaus, and introduction of vocational guidance.

Work directly connected with the school leads to work for general community betterment, especially for young people who have left school. Supervision of public dances and motion pictures, provision for police matrons, and the establishment of juvenile courts are some of the activities that naturally follow school-welfare work. Following the policy of supplying supervised recreation for young people, many

associations have undertaken co-educational dances.

The country schools need parent-teacher city schools. The rural community can reveal has an adequate organizing force within which leadership in cooperative effort. The school is suited to meet and satisfy all the interests which the rural community. The parent-teacher the organizing ability necessary to make the force in building country life, in erecting a social rich, and nobly proportioned as the finest structure.

The goal of such endeavor is well stated by William professor of education in Indiana University, when he

"The rural school, to function adequately, must the child's life activities outside the school. The the pupil from the first grade on to meet the needs that for him in his daily life; such problems as fall in the bodily comfort, practical arts, civic relations, school's efficiency should be estimated by how activities within these fields. But the rural same relation to the adult activities and in thus be made the community center for the securing of community activities."

The following constitution may be used by city or has been adapted from the constitution of the Lexington Teacher Association.

Robert's Rules of Order, Revised, when not in conflict with by-laws, shall govern the proceedings of this association.

CONSTITUTION

ARTICLE I

Name.

This organization shall be called the Teachers' Association.

ARTICLE II

Purpose.

Its purpose is to study and improve conditions to create a better understanding between parents and promote in general the interest of education.

ARTICLE III

Membership.

Anyone interested in the purpose of this organization is membership.

The officers shall consist of a president, a vice president, a treasurer, elected annually in for the The shall perform the duties that usually members shall constitute a quorum.

ARTICLE V.

Board.

..... officers of the association and three members elected with the superintendent of schools, shall constitute shall formulate the general policies of the association on all necessary matters of business in the interim meetings of the association. It shall appoint all iters.

ARTICLE VI.

Committees.

..... of standing committees shall be named by the standing committees shall include the following:

- | | |
|--------------------|--------------------|
| 4. Social. | 6. Home education. |
| 5. Ways and means. | 7. Legislation. |

ARTICLE VII.

Meetings.

1. Regular meetings shall be held on the of from the beginning to the end of the school year.
Special meetings may be called by the president when
Public notice of all meetings shall be given to members.
No business meeting shall exceed one hour.

ARTICLE VIII.

Amendments.

..... amendments to this constitution may be adopted by a majority provided notice of the proposed amendment has been given at a ting.

SUGGESTED PROGRAM FOR MONTHLY MEETINGS

ORDER OF MEETING.

1. Opening exercises.
2. Reading the minutes.
3. Reports of standing committees.
4. Unfinished business.
5. New business.
6. Report of special chairman.
7. Topic of the meeting.
8. Discussion.

October.

Report of chairman on cooperation with school officials.

Topic.—Our school and its equipment.

How does our school compare with the recognized standard? Is it adequate to meet the needs of our children? Does it meet the needs of our teacher? Is it the best that we can do for our children?

References.—Bulletins of the State department of education for standard schools. Dresslar: School hygiene. Burrage and Bell: School sanitation.

- (a) The school board's point of view. (By a member of the board.)
- (b) The parent's or patron's point of view. (By a parent or patron.)
- (c) The teacher's point of view. (By the teacher.)
- (d) The children's point of view. (Six children give one-minute talks on playground needs.)

(The chairman of committee on cooperation with school officials was appointed presumably at a former meeting.)

November.

Report of committee on cooperation with school officials.

Topic.—Amusements, recreation, and social life.

What is the condition of our school playground? Do the children have enough room for their games? Do they have supervision and suggestions regarding their play before school and at recess? Should we employ a director of play and recreation for the full year, including vacations? What kind of recreation, amusements, and social life is provided for the boys and girls outside of school? Is it safe to let our children find their amusements unattended outside of the school and after school hours and in the evening? Does our committee encourage baseball, football, and athletic meets? Can we provide some kind of leadership? How about the fathers' cooperation in this? Do we chaperone our girls at dances and when riding in autos? Do we permit our girls and boys to stay out later than 11 o'clock at night or after the entertainment is over?

References.—Bulletins of the Playground and Recreation Association of America, 1 Madison Avenue, New York City, N. Y. Orr: Play and recreation. Johnson: Education by plays and games.

social life of the community as it affects the life of the boys
(Sympathetic treatment.)

of the photo-plays given during the past week.

entertainment of the boys and girls during the
boys and girls, and the organization.)

amusements, recreation, and social

December.

on amusement, recreation, and social life.

laws governing schools.

enforce school attendance? How is it being en-
not enforced, why not? What is the average attendance
our town? What can our organization do to raise
and eventually get the officials to enforce the school
What laws provide for teacher training? What
in our legislature that tend to benefit the condi-
children and the schools in our State?

Reports of the State department of public instruction
the way in which the laws are being administered. State
Documents of the State department in which the
may be found. These may be secured from each State depart-
of instruction.

of school laws as affecting our school. (By a school
committee.)

(2) Discussion. (By a town official.)

(By a parent or taxpayer.)

January.

of the child-welfare committee.

—Child welfare and child labor.

How many of our children are working at gainful occu-
What are the laws that protect them? What can be done
these children a chance? Can we afford to let any of our
lose the advantages of the school? What of vocational guid-
children who go to work? In what gainful occupations do
children endanger their health or morals? What can be done to
them?

—Bureau of Labor Statistics: Child labor laws. State
State university. Children's Bureau, U. S. Department of
Washington, D. C.: Child labor legislation in the United States.

Discussion.—From the employer's standpoint.

From the parent's standpoint and the need of such
to supplement the income of the family.

(c) Discussion.—From the standpoint of the health and morals of the child as a future citizen, able physically, mentally, and morally to take his place in the world.

February.

Report of a committee.

Topic.—The health of our children.

School environment.—Heating, lighting, seating, etc. Do these need attention?

Essentials for growth.—Food, correction of defects, enough sleep, exercise, open-air play, etc. Do our children have enough breakfast and a hot luncheon at noon? What records are being kept regarding an increase in weight each month? Are weight charts in use? Have we the scales in the school to weigh the children?

Health habits.—What health habits can we establish in the home in cooperation with the school?

References.—U. S. Bureau of Education, Washington, D. C.: Health records and bulletins on health. Child Health Organization, New York. List of publications on health. State university.

March.

Report of a committee.

Topic.—Books and home reading for the family.

Where do the children get the books they read at home? Is there a library where they can borrow books? If not, could the parent-teacher association begin a small library with the idea of getting a public library started? Is there a library in the schools? Is it adequate for the needs of the children? Where can good lists of books be obtained? How can we promote reading habits in our community?

References.—U. S. Bureau of Education, Washington, D. C.: Reading courses. American Library Association, Chicago, Ill.: Lists of books. State library commissions at the capital in the respective States. Information regarding books to read.

(a) Discussion.—By a member of the public library board.

(b) Discussion.—By teacher or principal.

April.

Report of committee.

Topic.—Children in need of special care. Exceptional children.

Are there children in our school who show exceptional ability? What is done to give them the opportunity to advance in accordance with their ability? What tests are given to discover the ability of the children? What attempt has been made to enrich the program of work for these children? Are there children in our school who are repeating the grade? Has any effort been made to discover the cause?

What physical or moral defects are responsible for the retardation of these children? If the children are below the average is it due to

mental deficiency, physical defects, or lack of opportunity? Can the cause be removed?

References.—Anderson: Education of defectives in the public schools. Whipple: Classes for gifted children. Colgrave: The teacher and the school. Ayers: Laggards. Dresslar: School hygiene. Fox: Tendencies in primary education. U. S. Bureau of Education.

Discussion.—By the teacher or the superintendent. By two parents.

May.

Report of committee.

Topic.—Neglected and delinquent children. Juvenile court. Protective agencies.

What are the causes of the delinquency of our children? What can be done to help children who are in need of special care, neglected, or delinquent? What should be done to give them a chance in life? What responsibility has the community for these children?

References.—Terman: The intelligence of school children. Holmes: Backward children. Guyer: Being well born. Schoff: The wayward child.

June.

Report of a committee.

Topic.—The community; its resources and needs. Review the development of community interests during the past year. Forecast the activities of the coming year. The school system in relation to community projects.

References.—Patri: A schoolmaster in the great city. Quick: The brown mouse.

Suggested topics for a year's program on health.

School facilities for health instruction.

Health measures in the schools.

Medical inspection or supervision in the schools.

The school nurse.

School feeding.

Open-air classes and schools.

Nutrition clinics and classes.

Age; weight, height, and other tests.

Supervised play and physical training.

Miscellaneous topics for discussion.

Kindergartens.

School buildings—construction, lighting, sanitation.

Interior decoration in home and school.

School gardens.

Sanitation in the school and the dwelling.

- Clean-up campaigns.
- Lunches at school and at home.
- Sensible clothing.
- Athletics and calisthenics.
- Home study.
- Adolescence, sex hygiene.
- Cooperation in teaching elementary science, arithmetic, etc., through the use of practical problems.
- Grading and psychological tests.
- Study of exceptional children.
- Consolidated schools and good roads.
- Motion-picture indorsement and censorship.
- Schoolhouse community centers, social centers.
- The school as a polling place, a forum, and civic center.
- Recreation for high-school pupils.
- Federal aid to education.
- The State public-school system.
- The curriculum.
- Financing the schools.

VARIATIONS IN PROGRAMS

The most successful associations vary their programs by including features or arranging special occasions such as the following:

1. *Music*, professional and amateur.—Phonograph, mechanical piano player, radio, community singing.
2. *Demonstrations* of special school work, of folk games, of dairy equipment, of community gardening.
3. *Festivals*.—Outdoor games and pageants. Indoor masques and sketches.
4. *Social gatherings*.—Informal meetings in neighborhood homes—singing and refreshments. Formal receptions.
5. *Cooperative work*.—Association members help school children in tree planting, holding community exhibits, collecting museum specimens, establishing school libraries—developing a community center.
6. *Exhibits and displays*.—Motion pictures, lantern slides, art exhibits, health posters, first aid. Camp Fire and Boy Scout ceremonies.
7. *Open meetings*.—Mass gatherings for special undertakings or to promote community understanding of neighborhood effort.
8. *Debates and forums*.—Formal and informal discussion of community problems by members and by children.
9. *Lectures* by officials from State boards and departments, university extension divisions, city, and county offices.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
WASHINGTON, D. C.

NEW ORDER IN EDUCATIONAL COOPERATION.

The School Formerly Occupied a Sphere Apart from Home and Community.—First Promise of Better Things Came from Kindergarten.—Slow Process to Arouse Public Consciousness to Necessity of Complete Cooperation.—An Important Factor.

By MARGARETTA WILLS REEVE,

President National Congress of Mothers and Parent-Teacher Associations.

Twenty-five years ago education, like medicine and law, was the business of specialists, and the only concern of the public was to pay the bill—if it could and would. The school was a sphere apart, related neither to the home whence its pupils came nor to the community into which they graduated. Its directors formed a close corporation, and the vote of the citizens was neither required nor desired in the administration of its affairs.

The occasional parent who, driven by necessity, approached this unknown territory was, by reason of his ignorance of its laws and lawgivers, immediately placed at a disadvantage, and, therefore, went fully armed with weapons of offense and defense when invasion was unavoidable. He seldom, however, penetrated beyond the outer citadel of the principal's office, save on the occasion of some festivity at which his place was prepared, his actions directed into the proper channels, and his exit as carefully timed as his entrance.

To the child, home was one place; school, totally unrelated to it in system, methods, and interests, was quite another; and life, that glorious, mysterious freedom from home control and school discipline, was the inducement to endure all these strange conflicting phases in order to attain eventual liberty and the pursuit of happiness.

To the paternal parent school was a necessity in accordance with his belief in the value of education. If ignorant himself, it was either an opportunity, if he had longed for instruction, or a tyranny if he wished his children to become wage earners before the law would permit. In either case it was something for which he was obliged to pay a tax, and it must therefore be amply supplied with funds.

To the maternal parent school represented the solution of the problems which had outgrown her comprehension. It stood for law and order, and into the hands of the unknown teacher, a being as far removed as the angels from the level of everyday existence, she thrust her small anxieties, confidently expecting that a miracle would be wrought upon them and they would be returned to her in a new state of mind and body, prepared to become harmonious elements of the family group.

Perhaps the first faint promise of better things may be traced back to the days when the kindergarten teachers, those trained lovers of children, seeing the failures, the misfits, the physical handicaps among the preschool boys and girls, drew the mothers into circles to study the elements of the profession of parenthood and so to be made aware of their shortcomings. Then as time went on and the children were called from their garden into the great factory of the school, this awakened motherhood recognized the barrier of the closed door of the schoolhouse, and the new day dawned.

Development of the Whole Child.

It has been a long, slow process, this arousing of the public consciousness to the necessary unity of education. The curriculum is considered hopelessly out of date which does not include physical and moral as well as mental training, the development of the whole child—body, brains, and character. This is the field of the professional educators, and zealously and skillfully are they cultivating it.

But there is another unity in education with which they alone can not deal—that inseparableness of the child and its heredity and environment; that relationship to the home and the community as well as to the school which makes up the total of its life.

The activity of the complete individual begins at birth, and at that point, therefore, should its training begin. There is a sound lesson in the story of the earnest parents, who, when he was 3 years old, took their boy to a great psychologist in order that he might give them a working plan for the child's best development.

"How old is your son?" asked the wise man.

"Three years," replied the parents, hopefully.

"I can do nothing for you," said the teacher. "You have come too late. You should have brought him to me three years ago."

Value of Correct Feeding is Recognized.

The importance of establishing good physical habits in a baby is too well known to admit of discussion. But what are they but one phase of education? The great mistake of the majority of people lies in making this beginning of training so unevenly balanced. There has been a fairly general recognition of the value of regular and cor-

rect feeding, of regular and sufficient sleep, with abundance of fresh air and sunshine for the tiny human plant, and scientific principles of child hygiene are accepted and applied with increasing readiness and intelligence by women in all walks of life. But even here is found a gap which is only commencing to receive attention. The physical care of the baby and of the school child is in a fair way to become effectual, but we have still to solve the old problem which is akin to that of the frog who, in getting out of the well, slipped back 2 feet as he climbed up 3.

If physical education in the schools is to be efficient, it must be based upon and supplemented by physical training in the home. No health program, however complete in itself, can produce results commensurate with the time, money, and effort involved, when it is obliged to take hold of a child more than 6 years of age and repair the damage wrought by five years of neglect and mismanagement, while at the same time it is endeavoring to erect a permanent structure of good health upon a foundation hopelessly unsound.

Undernourished Children are Expensive.

The physically handicapped preschool child increases the cost of the school to the whole community. The pupil who comes to school undernourished, with faulty vision or hearing, with defective teeth, or with a mental development unequal to the work of the first grade, brings with him a bill of expense to the taxpayers which would never be incurred had his parents been educated in the scientific principles underlying the care and feeding of children between 1 and 6 years of age, and had they put those principles into practice.

The system coming generally into use in the public schools is a good one, founded both on sound medical knowledge and an understanding of child psychology. All that is needed is to drive it back five years into the home and connect it with the excellent system of infant hygiene already in widespread operation. To do this no cumbersome machinery is required; it is only necessary to reach and inform the first section of the real unit of education—the home. "Prevention, not cure" is a slogan which should appeal to any parent worthy of the name. Cooperation is the keynote of the campaign, and in the parent-teacher association lies the opportunity to enlist the active interest of the women of the community in the establishment of preschool circles which are to the school health program as the kindergarten is to its plan of mental development.

Health Program Must Operate Continuously.

To go a step farther, no school health program can be said to be running on more than two cylinders when it tries to operate successfully for 25 hours in the week and is worse than out of commission all the rest of the time.

In the parent-teacher association is found the only effectual means of securing an all-the-year-round health schedule, by which permanent health habits may be established through the recognition by parents and children that the standards of home and school are the same, and that this unified system is scientifically sound. This cooperation established in the earliest stages of childhood; carried through the grades to the high-school period, and sent out with its graduates who form the next generation of home makers, should make it forever impossible to reproduce the disgraceful record made by the youth of America in the examination for the war draft in 1918.

So much for the first fraction of our larger unit in education. Let us consider next "the mind in the making."

Four Precious Years Largely Wasted.

What are the foundations for instruction? All primary teachers who love their profession agree that observation, attention, a good vocabulary, and a trained hand and memory would transform a pupil from a problem into a welcome opportunity, and that such preschool education would lighten by half its load their burdens in the first trying months of each school year. Yet under the present conditions those four precious golden "memory years" are largely wasted. for, as Dr. Arnold Gesell says, the most neglected child to-day is the child between 2 and 6. In many cases the new baby has ousted the runabout from his place of supreme importance, and the fact that he no longer demands constant supervision too often leads to his being ignored in the general scheme of things. He can run about, so he is encouraged to do so; he is no longer made alarmingly ill by variations in food or sleep, so his diet and rest are regulated more or less by the family convenience, while his mental growth is allowed to become choked with weeds which at the proper time the teacher will be expected to eradicate.

Abundant Standards of Comparison.

There was a time, not so long ago, when we had no standards of comparison, and therefore the advantages and disadvantages of home training or home neglect could not be measured, but in this day of statistics it is necessary to close our eyes in order not to see the seriousness of this loss of time, this waste of opportunity. Small hands made skillful by simple home occupations, eyes which have been taught both to see and to perceive, ears sensitive to the rhythm of fine poetry and the quality of fine prose, and a memory stored with health rhymes, imaginative verse, and some of the wealth which the Bible holds for the youngest mind—all these may be the gifts of the mother teacher to the teacher mother with whom she must share her child.

Here again the parent-teacher association has its part to play. The mother who, left to her own initiative, would doubt her ability or her leisure to undertake this duty of home teaching will be encouraged by the magic of "together," and will carry from her pre-school circle the inspiration to attempt what had seemed the impossible and to do her share in this new section of education. Carrying the idea of cooperation on into the grades and the high-school period, we are faced by the appalling lack of continuity in the lives of the average boy and girl of to-day. Home is a place in which to eat, sleep, and be clothed according to the differing parental theories. School is a place in which things must be learned, things selected according to the judgment of the department of public instruction, but which bear little or no relation to the home and whose practical future value in life as seen by the average pupil is negligible.

Closer Relationship Between Theory and Practice.

The crying need in education to-day is a standardization of values, an application of scientific knowledge to the activities of the community, a closer relationship between the theory and the practice of living.

Manual training, domestic science, art, music, mathematics (expressed in terms of budgeting and accounts rather than in algebraic formulæ), chemistry, biology, physiology and hygiene, civics, and last but by no means least the understanding and ready use of the English language are foundation stones of good business, whether in the home or in the office. The home must become the experiment station of the school, and when the substance of school instruction has been demonstrated as a common factor in community welfare, then and then only will education be recognized universally as a vitally essential element in a successful career.

Practical Method of Cooperation.

Through conferences of parents and teachers this ideal may be made a reality, and may be developed until it completely covers that "no man's land" which now lies between the average home and the average school. The questions of home study, proper food and sufficient sleep, social diversion and the use of leisure are all closely related to the efficiency of the school, but they are beyond its control or even its influence unless the school has taken its place in the new unit of education and has linked itself with the home. The parent-teacher association offers the only lasting practical method by which this union may be effected, by presenting a neutral ground on which the educator in home and school may meet to discuss their common interest, the child who is also the pupil.

The intelligent parent who has been aroused to observe and study the evolution of education has recently been supplied with food for serious and none too pleasant thought. Within the past few years he has seen introduced into the curriculum a code of morals, the elements of citizenship, and the teaching of honesty, and he knows that new courses are not added to the already congested roster unless they meet a pressing need of a majority of the pupils.

Desperate Remedies are Required.

The present irresponsibility and general looseness of conduct have called for desperate remedies, and the effect of mass teaching of morality by means of an appealing code is the subject of experiment in various localities.

The defiance of law and order, the indifference to the flag and to the gift of citizenship, have caused a nation-wide movement for the Americanization of Americans, a step which seemed to him of such importance that one of the last acts of our lamented Chief Executive was a public encouragement of the plan drawn up by some of the leading men of the country.

The apparent increase of lying, petty thievery, and cheating in lessons and examinations in the schools and colleges has influenced a group of prominent business men to set in motion the teaching of honesty, because they are discovering that dishonesty in school means dishonesty in business. Is it not a fair inference, then, that in order to eliminate dishonesty in the school, honesty should be taught in the home?

Character education which begins in the school begins six years too late. It was a wise teacher who said, "Give me a child until he is 7 years old and I care not who has him afterwards." But character education must go back beyond the child in the home. *It must begin with the parents.* If the home teachers differ radically from the school-teachers as to what constitutes honor, truth, justice, and civic righteousness, what sort of ideals may we look for in the child who is trained by such a double standard?

The taxpayer in the home is throwing away his money when he cultivates defects for the school to remedy, if it can.

Must Reckon With Education of the Street.

The children come to the school with a preliminary equipment of character built up by home training in the most impressionable years, and with this character modified by possibly 10 years of "education" they go out into the community, eventually to found homes in their turn and to carry into them whatever in their learning has related itself to life as they must live it. But children are not educated only by the home or by the school or even by both com-

bined. Five hours of five days a week, for at most nine months of the year, are allotted to the department of public instruction. As a liberal allowance, 12 or 14 hours may be set aside as the share of the home. Even during the school year, this leaves five hours a day, exclusive of holidays, when we have in operation that third section of our unit, the community—the great school of the street. Here the child, of whatever age, meets the wider social forces—public opinion as represented by playmates or by gang, sports, organized or unorganized, the motion picture, and, later, the dance hall, and the automobile. The educator in home or in school who fails to reckon with these forces fails utterly in the understanding of his or her duty and opportunity.

Environment Must be of Right Kind.

The child develops through the scholar into the citizen, and the community is vitally concerned in the quality of citizenship which is produced for its service. Environment is now admittedly more potent than heredity in determining the character of the individual. It is, therefore, the duty of the community to see to it that the share of the environment of its developing members for which it is directly responsible is offering them the right kind of education. Sanitation, housing, law observance, recreation, entertainment, religious opportunity, and civic duty are matters in which, through the force of example, every citizen is a teacher, and in which he requires the assistance of all the constructive elements of the social organization be it of the city or of the open country.

Only by means of the close association and agreement of parents' teachers, and citizens can the ideal community be created and maintained. Without a clear recognition of the need of a systematic combination of these three factors in education there is little reason to hope for an improvement in the present situation, but the results obtained where this combination has been effected through a well-organized and wisely conducted parent-teacher association have given promise of a future wherein we shall not only see the development of the child as a mental, moral, and physical entity, but shall also behold his education carried on as a unit in home, school, and community.

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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

PARENT-TEACHER ASSOCIATIONS AND
FOREIGN-BORN WOMEN.

By CAROLINE HEDGER, M. D.

The parent-teacher association can be an effectual avenue through which women of foreign birth in the United States may learn their first lessons in American citizenship. According to the Federal census of 1920 there were 6,184,432 foreign-born white women in the United States. Of this number, 896,918 over 10 years of age were illiterate; and 808,915 could not speak the English language. The figures further show that only 11,287 foreign-born women, over 21 years of age, were in school during 1920. The night schools have done yeoman's work in the Americanization of aliens; but have not as yet been able to secure the attendance of large numbers of foreign-born women.

The alien adult woman is largely cut off from contact with native Americans by the circumstances under which she lives. This is peculiarly so in some communities. We all feel acutely the need of common standards of civic righteousness, public health, and family life, but the immigrant woman can not acquire these things when she has little or no knowledge of our tongue, and little or no chance of observing American life at its fullest and best. Prior to September 22, 1922, the foreign-born woman automatically became a citizen of the United States with her husband, without being subjected to the same naturalization tests, but now, under the Cable Act, she is required to pass the same examination as her husband. The tests required for naturalization, however, are **only** a step toward a full understanding and appreciation of American citizenship. In order to exercise intelligently the voting privilege and participate fully

in our American citizenry much more is required than a perfunctory acquaintance with the Constitution and the system of government under which we live. Without a considerable knowledge of English it is all but impossible for the foreign-born woman to appreciate the ideals of American civil, political, and social life. Take, for example, the matter of public hygiene. As soon as the foreign mother understands that health regulations are for the good of the community, herself included, and not arbitrary acts, she is willing to cooperate with the authorities.

In the matter of family standards we are often more to blame than the foreign-born woman. A bewildered peasant can not grasp our complex life and, on a small wage, solve the problems that tax our own powers. She can not instinctively put the bathtub to its proper use, especially if she depends on picked up coal for heat, or if she lack space to keep her potatoes and coal. From the assortment of strange material that we present to her, she can not select the food that will give her children sound teeth and straight backs. Not all American women have achieved that, with all their advantages. Owing to economic conditions over which she has no control, it is difficult for the foreign-born woman to prevent the crowded household, the lack of privacy, the promiscuity of living, and the serious social evils that often flow from taking in boarders to supplement the family income.

These questions open up a great field of endeavor for women's organizations, and there is no organization in the United States that is better able to cope with the problems of the foreign-born woman than the parent-teacher association. The very point of interest, the child, is the point on which the foreign mother can be most easily reached. Already the association has in its ranks large numbers of foreign-born women, but much remains to be accomplished. An appreciation, on our part, of the artistic and social inheritance of immigrants is needed. It would not only enrich our own national life

but bring better contacts between aliens and native Americans.

Many immigrants have wonderful handwork in their possession, such as embroidered clothing, homespun linen, handmade lace, and sometimes pottery, which might be brought together in interesting exhibits of Old World handicraft. Some especially skilled foreign women might be engaged to teach an intricate crochet or knit lace pattern to Americans.

In Erie, Pa., the school authorities have succeeded in getting Italian mothers to attend the night schools by hiring Italian girls to look after the babies they bring with them. In Erie they have in each block a woman called a "block matron," who canvasses the neighborhood assigned to her for night-school pupils. When attendance at these schools lags, she visits the homes of the immigrants to inquire the reason for the nonattendance. She does this sympathetically, and becomes the friend and spokeswoman for those who can not speak for themselves.

It is, however, in daytime classes for foreign-born women that the parent-teacher associations will find their greatest reward. These classes need not be very expensive. They can be held in homes, in school buildings or infant-welfare stations. Formal invitations will not bring the immigrant women together—they are too timid. At first, the audience must be gathered by hand. There should be cocoa or soup served to the women, for they will bring their babies, and if coffee is served the babies will partake. Also, as in Erie, some one should be present to care for the babies while the short lesson is given. It may be necessary to have an interpreter for some time, but simply the coming together and trying to talk will give the immigrants some English.

The lessons that have been given in Chicago, where this plan has been tried for two years by the Woman's City Club, assisted by the Infant Welfare Society, have been along the following lines:

1. The food of the child, by a trained domestic-science woman who was also a mother and a housekeeper.

2. The clothing of the child, in which actual garments were made, the training being provided by friends of the club.

3. Keeping the child well, by a woman physician who taught the dangers of measles and scarlet fever, and what quarantine meant.

4. The mind of the child, by a kindergartner who taught finger plays, lullabys, stories, proper and improper punishment, and the cutting of toys out of paper.

5. The legal status of mother and child.

In Chicago one of these classes automatically turned into an English class.

Parent-teacher associations can do much to assuage racial and religious prejudices, and bring about better contacts between the foreign-born and our native Americans. A campaign directed against the offensive epithets that are too often bestowed upon the immigrant might be undertaken to advantage. This outrageous habit is the cause of a large proportion of the alienation and antagonism that exists in the minds of foreigners.

One immigrant woman of fine type said: No; I have not started the little girl to school. I so dread to have her called names."

The background of this reform must be the recognition of the personality of the immigrant. This is most vital to our national life, for as Tagore said, "States break down when man is made impersonal." Besides the recognition of the immigrant as a person, we must have an idea of his worth, not only as a worker, for he does the hardest of our work, but as an asset in our national life; and lastly we must recognize his patience under the conditions that we have meted out to him and the self-denial that he undergoes in order to be a part of the community; the trials he has undergone to get there; and lastly, that he, like ourselves, is ambitious to promote the welfare of his children, to give them a better education and a chance in life that he never possessed.

COOPERATION IN ADULT EDUCATION

REPORT OF SECOND NATIONAL CONFERENCE ON
HOME EDUCATION, CALLED BY THE UNITED STATES
COMMISSIONER OF EDUCATION, AT
MINNEAPOLIS, MINNESOTA
MAY 7, 1924

BY

ELLEN C LOMBARD

JUNIOR SPECIALIST IN HOME EDUCATION
BUREAU OF EDUCATION



Home Education Circular No. 6

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

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COOPERATION IN ADULT EDUCATION

REPORT OF SECOND NATIONAL CONFERENCE ON HOME EDUCATION, CALLED BY
THE UNITED STATES COMMISSIONER OF EDUCATION, AT MINNEAPOLIS, MINN.,
MAY 7, 1924

OFFICERS OF THE CONFERENCE

Dr. Jno. J. Tigert, General chairman.

Mrs. A. H. Reeve, President of National Congress of Parents and Teachers,
chairman of Preliminary Program Committee.

Dr. W. Carson Ryan, jr., Professor of Education, Swarthmore College, chair-
man of press and publicity.

Miss Ellen C. Lombard, Junior Specialist in Home Education, Bureau of
Education, executive secretary.

GROUPS AND STATES REPRESENTED

Groups: Directors of extension of State universities, librarians, and leaders
in parent-teacher associations.

Representatives were present from 33 States and the District of Columbia,
as follows: Minnesota, 8; Massachusetts, 5; District of Columbia, 5; New
York, 5; California, 4; Iowa, 3; Michigan, 3; Missouri, 3; Oregon, 3;
Pennsylvania, 3; Texas, 3; Wisconsin, 3; Colorado, 2; Indiana, 2; New Jersey,
2; Oklahoma, 2; Rhode Island, 2; South Carolina, 2; South Dakota, 2;
Tennessee, 2; Washington, 2; Illinois, 2; Arizona, 1; Connecticut, 1; Delaware,
1; Georgia, 1; Kansas, 1; Maine, 1; Mississippi, 1; Nebraska, 1; North
Carolina, 1; North Dakota, 1; Ohio, 1; Virginia, 1; total 80.

PROGRAM

Address of welcome—Dr. Lotus D. Coffman.

Opening address—Dr. Jno. J. Tigert.

Section I: Place of University Extension Service in a Cooperative Plan
for Extension of Educational Opportunities.

Cooperation for adult education—Prof. Walton S. Bittner.

Discussion:

Prof. Richard R. Price.

Prof. Elmore Petersen.

Courses for parents—James A. Moyer.

Summary of discussions—Prof. T. H. Shelby.

Section II. The library in the Home Education Movement.

How libraries educate—Carl H. Milan.

What parent-teacher associations can do for libraries—Gratia A.
Countryman.

Discussion—Clarence B. Lester.

A State library commission conducts home-reading courses—Mrs. J. R.
Dale.

The educational advisor in the public library—Webster Wheelock.

Section III. Practical Methods of Cooperation in Educating for Parenthood.

Presentation of topic—Mrs. A. H. Reeve.

The parent-teacher associations and the county library in New Jersey—Miss Sarah B. Askew.

Psychic values in the home—Miss A. L. Marlatt.

Discussion—Julia Wade Abbot.

Courses in parent-teacher associations at Columbia University—Mrs. Arthur C. Watkins.

Section IV. Literature in the Home—Dr. Richard Burton.

Section V. Report of Preliminary Program Committee.

ADDRESS OF WELCOME

In the address of welcome to the conference President L. D. Coffman, of the University of Minnesota, pointed to the common responsibilities of parents and teachers for the character training of their charges and for teaching them the common amenities of life. Bodily cleanliness, together with other right physical habits, must be stressed, he said, and also the social graces—courtesy, politeness, and the like—which are the open sesame to life. He called attention to four causes for failure among university students throughout the country—lack of funds, lack of health, lack of mentality, and lack of fundamental character qualities. These qualities are not to be sought afar. They are merely: Keeping one's word, doing one's work honestly, respecting other's rights, not bluffing, and not making good appearance cover absence of application to study.

Other responsibilities to which President Coffman referred are those of teaching broad citizenship—not by means of propaganda but by training in the ability to think, to judge of situations, and form correct, unbiased judgments—and of developing, in the youth of America, a catholicity of interest in the problems of humanity.

OPENING ADDRESS

Dr. Jno. J. Tigert, United States Commissioner of Education

Numerous public and private agencies are working on the problems of home education, but we have invited to this conference representatives of three agencies only, as they appear to be the logical agencies to cooperate, if they will, in working out a practical plan by which home education may be made to function. Before a plan can be evolved, however, we must define our aims, consider our resources, and determine our objectives.

The Bureau of Education stands in a strategic position. It has educational contacts with many agencies. These contacts are valuable to the bureau in its effort to discover educational needs, in securing data regarding accomplishments in education, in giving direction to its activities, and in other ways.

Fifty-six years ago the first Commissioner of Education, Dr. Henry Barnard, authorized the preparation of an official circular on "Self-Education; or, hints for self-formation with examples of the pursuit of knowledge under difficulties," and another on "Home Education." He strongly recommended to teachers the advisability of securing the constant cooperation of parents at home in realizing the work of the school. These circulars represent the bureau's first approach to the parents and to the home. This was before extension divisions of the universities and libraries had become so generally established.

Forty-five years later, in 1913, the National Congress of Mothers and Parent-Teacher Associations, through its proper officers, offered its support and cooperation to the Bureau of Education in developing a project of home education. The offer was accepted by the Government and cooperation was established and continued for six years, until by act of Congress all special collaborators except those receiving remuneration from States or municipalities were debarred from further service. The bureau then assumed the entire responsibility of the project.

The original purposes for which this work was inaugurated were: To help adults, particularly parents, to further their education; to help them in the care and training of their children; to help boys and girls to further their education at home; and to promote a closer cooperation of home and school. These were the original purposes, and they are practically our purposes to-day.

The work has been promoted through questionnaires, leaflets, circulars, pamphlets, bulletins, reading courses, tours, and press articles. Specialists of national reputation and recognized ability in many and various fields have made their contributions to the work.

State universities, through their extension divisions, came into cooperation with the bureau in connection with this work at the solicitation of two representatives of the National University Extension Association. Fifteen State universities, one State normal college, and one State library commission have assumed the responsibility of cooperation. We realize that there is a wide diversity of conditions and resources in our State universities and other State institutions. We realize that they are already performing valuable services to adults. But my experience in extension education has convinced me that extension programs need the active cooperation of other agencies, if they are to succeed.

We know that no one plan can be made to function in all States, because of their varying resources and conditions. It is evident that no one institution or agency can ever carry the whole load of responsibility, but that cooperation between existing agencies must be established in order that we may have effective results.

Because of the strategic position which the Bureau of Education occupies in its relation to educational institutions and movements, it is constantly confronted with the educational needs of that great body of citizens who have passed beyond the age in which attendance in educational institutions is possible and who must now look to other agencies for help. We have called into conference the groups that appear to be in a position to formulate some plan of procedure in reaching the masses with educational opportunities.

SECTION I.—THE PLACE OF THE UNIVERSITY EXTENSION SERVICE IN A COOPERATIVE PLAN FOR EXTENSION OF EDUCATIONAL OPPORTUNITIES

Topic Chairman: Prof. W. D. Henderson, Director University Extension Service, University of Michigan

COOPERATION FOR ADULT EDUCATION

Walton S. Bittner, Indiana University

Everybody recognizes the value and need of education for adults as well as for youth. But it is not generally accepted even by educators that we need schooling for mature citizens; that we all need formal continuous education from birth to death, sponsored by the community for the whole life span of each and all of us.

There are many examples of the possibility of combining a kind of schooling with occupational service—night schools, correspondence study, home reading courses, public libraries, club study programs, conventions, conferences, educational movies, shop committees, chautauquas, even Rotary clubs. All these and many more devices, or institutions like learned societies, parent-teacher associations, federated women's clubs, labor colleges, and university extension, afford varied opportunities for a kind of systematic study which is sampled from time to time by adults. But none of them has any long-time continuity for the mature person who submits to their halting instruction; and few have any formal community management, any well-defined and unified supervision, or substantial support by the national community.

We need most, for purposes of future cooperation, continuous discussion of the ventures now in progress and a great extension of the idea of joint conference of the various organizations promoting adult education.

The best-known device of university extension is correspondence study—teaching by mail. It is literally true that almost anyone who

can read and write may study by mail under a university instructor. Mothers who want to learn about vitamins and food values, child care, child training, or personal hygiene may take university courses at a nominal cost. Men and women of many occupations may find courses within the range of their need.

Thousands of persons who study courses sold by commercial correspondence schools have no idea that they are equally eligible for university instruction. Many thousands more think (with much truth) that university instruction is high-brow and not for the common man. Many educators see no good in standard university correspondence study.

Universities are coming to recognize that they can perform a real service for adult education by providing correspondence courses in high-school subjects for mature persons who wish to complete their secondary school education but can not attend either daytime sessions or night schools in their own communities. Men and women take the courses not only for credit but to study for their own good and the good of their fellows.

Parent-teacher associations and public libraries could aid the universities in developing a complete system of correspondence study which would make formal instruction available to literate and serious-minded persons everywhere. And it would involve little or no increase in taxation, because a nominal fee covers most of the cost.

Motion pictures and radio and correspondence study should be developed in quantity and quality, so that every school and community shall have the best in education that the world can offer.

The facilities for teaching adults are already wide and generous. They need coordination and adaptation, but, most of all, they require cooperative administration and cooperative publicity which will make home study by mail practically universal and habitual with the public.

University extension has as one of its aims what is called popularization of knowledge and culture.

In one phase of this popularization the four groups at this conference are all interested—the promotion of home reading. University extension has tried more schemes to encourage home reading than any other organization, not even excepting the public libraries.

Here is a partial statement of what universities do or have done in providing the public with reading materials and in stimulating interest in reading: They print and sell, or lend, or give away books, bulletins, pamphlets, magazines, and articles in enormous quantities; they require the reading of numerous texts and reference works by their thousands of extension students in class and correspondence study in scattered communities; their speakers lecture about books

and the contents of books to varied audiences in metropolitan centers and remote rural places; they devise book lists, club-study programs and outlines, bibliographies, 5-foot bookshelves, best short-story guides, selections of poetry, best drama, best artists—scores of selections—and scatter them broadcast or inclose them in carefully elaborated letters of advice to eager inquirers; they furnish lesson syllabi with reference readings, credit courses and noncredit courses, and popular short studies on almost any subject.

Some universities and a few State and city libraries have developed the package library so thoroughly as to be able to send out by parcel post books or, more often, pamphlets and other unbound material on an exceedingly wide range of subjects to practically any place and to any responsible person who asks for them.

No one device for interesting people in the best reading need be abandoned; no doubt we need more new devices constantly to stir the imagination and the desire for knowledge. But surely we ought to have one cooperative venture with the best national, or even international, prestige behind it. The merit of the United States Bureau of Education home reading courses is, to my mind, chiefly that they represent a national cooperation, with an Uncle Sam stamp, that appeals to the man in the street and the farm woman in her isolated home, the common citizen everywhere.

When the average man wants to read something on how to keep well his difficulty is chiefly one of selection. What shall he read? The newspaper health column, the magazine advertisement, the book the librarian recommends, the university package library, are four sources of information out of a score to which he may turn. Many of his available sources of printed information are admirable, but the most reliable is very likely to escape his search.

Experts differ as to what is the most reliable. There is a Federal Government home-reading course or book list on keeping well, called Pathways to Health, which deals chiefly with the health of children. This list, or a similar or better one, should be not merely available but known, known as no other list is known. Also it should be selected in a manner that will insure the best scientific authority. How that is to be secured is theoretically a problem of the scientist in several related disciplines, but practically it is a problem of cooperation which is already partially met. For that list is, at least ostensibly, approved by the four respectable, authoritative organizations here represented in this conference.

However, it is important that a centralized venture in furnishing guides to the best reading should move cautiously and should at first confine its selections to only a few topics, perhaps most of those now among the Bureau of Education home reading courses.

The part each cooperating organization should take in making a national system of authoritative guides to home reading can not be set out in detail in a short paper. The chief need is to make more vital the present working plan of cooperation, with its excellent feature of decentralized administration, and to include in it other organizations such as appropriate learned societies and the National Chamber of Commerce, the Workers' Educational Association, the American Federation of Labor, or the Federation of Women's Clubs. The most important general aim should be to give to the cooperatively chosen national home-reading courses such a thorough and striking publicity as will catch the attention of every man, woman, and child in the United States, and make the courses known as no other courses or book lists have ever been known before. How to accomplish that is a problem which should be solved possibly by an organization of publicity experts; perhaps the associated advertising clubs of the world would welcome an invitation to give national publicity to the reading courses if that invitation were tendered cooperatively.

The first home-reading course of the United States bureau's collection is called "Great Literary Bibles," the sixth is "Thirty Books of Great Fiction." These might lend themselves easily to national advertising. The courses could be printed not only by the Bureau of Education but by each university and each State parent-teacher association, in quantity sufficient to supply the whole population if need be. They could be duplicated by the newspapers and magazines in donated space, or the gist of their story retold in varied ways. The question as to whether a short book list of Literary Bibles, or any other book list, is important enough to warrant such widespread and expensive advertising is not really the issue. Such publicity for a cooperatively chosen, authentic home-reading course is justified, apart from the course itself, by the effect it will have on directing attention to a reliable source of information which represents or canalizes the authority and agreement of great disinterested organizations, public, quasi public, and voluntary.

The promotion of home reading and the extension of formal correspondence study are only two examples of methods of adult education developed by universities in partial cooperation with the Federal Government, the public libraries, and voluntary organizations. Many other devices for educating the public have been projected and put into effect by university extension.

One of the undertakings which is exceptionally promising is the direct cooperation in some States between the university and the State parent-teacher association, a cooperation which is also strengthened by aid from the United States Bureau of Education, the State

departments of public instruction, and from the State and local libraries.

Five years ago the extension division of Indiana University opened a bureau of parent-teacher associations. The purpose of this bureau, from the point of view of the extension division, is three-fold: First, to cooperate with the Indiana Parent-Teacher Association in community development; second, to afford a channel through which the State parent-teacher association may function more effectively; and, third, to offer more definitely the services of the university to local parent-teacher clubs.

DISCUSSION

RICHARD R. PRICE, University of Minnesota: The growth of interest in adult education is one of the outstanding phenomena of the first two decades of the twentieth century. This interest is evident on the part of educators and on the part of the general public alike.

University extension is interested in adult education not so much from the standpoint of disseminating general information as from the standpoint of actual instruction in organized and consecutive courses of college grade.

We are here to consider how the several organizations interested in adult education may cooperate so as to produce the best results efficiently and economically. I believe that cooperators can work most successfully when each party to the common purpose and the common plan performs his own peculiar function and takes care of his own peculiar task in the best manner possible.

All classes of people in all stages of preparation should find somewhere under the direction of some agency the opportunity for pursuing education after the days of the conventional or regular schooling are over. Some will find this opportunity through systematic reading under direction of the local or traveling library. Others will find it through interest in the public-school program under the auspices of parent-teacher associations. Many will pursue systematic courses of study as offered by the Y. M. C. A., the Knights of Columbus, and the commercial correspondence schools. Those who are interested in courses of college or university grade, with college or university standards, will enroll in university extension courses. Even now the University of Minnesota, as well as a number of other State institutions, offers correspondence courses in most of the branches of a full four-year high-school curriculum. These high-school courses by correspondence offer a valuable opportunity for supplementing the somewhat restricted programs of study offered by the small schools in rural districts. Charts, maps, globes, and other apparatus are all useful as means or aids to instruction. I

should classify the radio, motion pictures, and phonographs in the same category as aids or supplements or reinforcements of the ordinary processes of instruction.

ELMORE PETERSEN, University of Colorado: Adult education is eminently a voluntary proposition. If we could make education contagious and infectious, like measles or smallpox, and outlaw vaccination, perhaps we should then be able to reach the large mass of the adult population. Even then, perhaps, there would be many who would remain immune to the germ of learning. Since we can not do this, we must perforce so present education that the want of it will be recognized by those who need it most. In other words, we have got to "sell" education to the public. To carry the idea of selling a step further, the teacher in salesmanship would say that we must attract attention, arouse interest, create desire, and then close the sale.

We can hardly expect people to become interested in something about which they know little or nothing. Enthusiasm is born of interest, and interest depends upon knowledge. We need to emphasize the point made by Mr. Bittner in his paper that there is urgent need for "thorough and striking publicity" in this matter of adult education. No one needs to elaborate upon the merits of advertising. Most of our ordinary daily routine is actuated by advertising in one form or another.

When we shall have reconstructed our methods and materials of education to fit the common man, and when we shall have told him about the advantages and desirability and importance of education until he believes what we want him to believe about it, and when he believes in what we say so thoroughly that he will sacrifice as much to get an education as he will to get an automobile, our campaign is still incomplete until our commodity is put up in convenient packages that may be readily secured at popular prices in the individual's home town. By that I mean to say that books, for example, that ought to be widely read are too voluminous and too expensive to be widespread in their circulation. I believe it would help the cause of adult education immensely if the plan of the Workers' Education Bureau of New York City could be more generally adopted. This bureau is developing what it has chosen to call "The Workers' Bookshelf." This bookshelf is composed of a library of books, some already published, others in the process of publication, where "scholarship, a scientific attitude toward facts, and simplicity of style will prevail," and where "the books will be bound in paper and sold at a price within the range of all."

To summarize this discussion the problem resolves itself into two main parts: (1) The definition of the aim in adult education, and

(2) means and methods to attain that end. I believe the task that lies before the cooperating bodies here represented consists in—

1. A clear understanding of the problem of adult education in the United States.

2. The end toward which all the cooperating agencies should work.

3. The determination upon projects best suited to the individual agencies.

4. The working out of plans of procedure in order to eliminate waste effort and lost motion, and at the same time carry on a program nation-wide in its scope.

COURSES FOR PARENTS

James A. Moyer, Massachusetts State Department of Education

The division of university extension of the Massachusetts Department of Education has offered courses for parents during the two years past. Its instructors in these subjects have been some of the most prominent authorities on child psychology and child training in the State. The instruction has been given in courses of six or eight lectures before classes composed of both parents and teachers. The charge in each case has been so low as to exclude from the class no earnest parent who sought to enter it.

The first subject of the series to be offered by the division was called "The Child in Pre-School Years." To correct the impression that a child's mental training can safely be left to chance during the first five years, the course pointed out the vital importance of that period in habit forming and in the establishment of responsive attitudes toward this or that condition. It was valuable first of all in convincing parents of their responsibility as educators during the preschool period of their children, and second in making clear what the home can accomplish toward directing and stimulating in the child a wholesome mental growth.

The first class in this subject met in Boston during the spring of 1923, and had the effect of stirring up a keen interest in parent courses. It was later repeated in another city in Massachusetts.

In the following November the division announced a course in mental hygiene, called "Safeguarding the Mental Health of Children." This course, as given to a class in Boston, covered a broader range of age in children than did the earlier course, dealing in fact with both the preschool period and the whole period of school life through adolescence. The membership of this class included both parents and teachers.

Most recent of the parent courses announced by the division is one having for its purpose the training of mothers in music, so that they may be able to bring their children in favorable contact with good music. Nothing that might present technical difficulties enters into the course. The mothers are taught what elements in music most appeal to the child mind, and what compositions of standard worth embody those elements.

The response to these courses has been such as to warrant the development of more of them. The division is confident of the value of such instruction; and as fast as the demand for training spreads among parents in Massachusetts the need will be met by the preparation of new courses and by carrying the present courses to an increased number of communities within the State.

SUMMARY OF DISCUSSION

T. H. Shelby, University of Texas: It seems to me that such a plan as is proposed in this meeting to-day, that of cooperation with the United States Bureau of Education, the Congress of Mothers and Parent-Teacher Associations, the American Library Associations, and the extension divisions, should be fruitful in the solution of the problems of adult education.

The home-reading courses which have been worked out by the Bureau of Education are intended to appeal to the interests of all classes of persons and cover a number of fields of interest. If there is need for further additions or revisions in the reading courses, a committee, such as is proposed by the United States Commissioner of Education, representing the different agencies, will be able to suggest the changes and modifications that are needed. If in addition to this service the United States Bureau of Education could establish a sort of clearing house for the exchange of plans and practices in the various extension divisions, would we not have an additional aid which would be of inestimable value in adult education?

If all the forces interested in the problem put their heads together and are willing to cooperate in the spirit which has been exhibited here this morning, we may rationally look for much progress in the near future in solving our problem of adult education. We shall have at hand the combined wisdom of all these agencies in attacking any special problem that may present itself in any of the States.

SECTION II.—LIBRARY IN THE HOME EDUCATION MOVEMENT

Topic Chairman: Carl H. Milam, Secretary, American Library Association

HOW LIBRARIES EDUCATE

Carl H. Milam

It is in the field of *self-education*—more or less detached from the classroom and formal teaching—that the library can render its most important contribution to the education of American citizens.

Everything the library does is to some extent educational.

In some cities every mother of a newborn infant receives a card from the public library telling her of a few of the best books on the care and feeding of children.

In others the library makes it a practice to send to the members of every new chamber of commerce or civic club committee notices of important books, pamphlets, magazine articles, and clippings on the subject of the committee's study, inviting the members to make use of the library.

In Seattle the public library begins its Americanization work at the detention quarters of the United States Immigration Service. The men and women there now are largely Russians—professional men and women, musicians, artists, artisans, ex-nobles. By installing a collection of books there—books in Russian, easy books in English, illustrated manuals, brief texts about great Americans and American history, and elementary civics—the library provides an opportunity for the eager, hopeful newcomers to learn something about America and the English language, and to pass the long days of waiting profitably by reading books in the language they already know. The library also provides printed information in Russian about the library and how to use it.

The foreigners who are not detained are reached through the churches, through talks by the librarian at night schools, through the distribution of circulars about the library in 13 foreign languages, through all the organizations of foreigners, through naturalization officials, and through the foreign press.

"Laborers, housewives, engineers, ex-royal opera singers, lawyers, and architects," says the librarian, "kneel humbly before the shelves of 'Easy books for foreigners,' in desperate search of the one text which will most rapidly initiate them into the mysteries of the new language, or they lose all sense of time, place, and immediate difficulties of life as they pore over some old favorite" in their native language.

John Daniels, author of "America via the Neighborhood," says that the library has two advantages over other agencies in its work with the foreign-born: First, it is not, like the school, primarily for children; second, there is no regulation at the library, as in many other places, against speaking the native tongue. It is a place where adult foreigners may go voluntarily and freely. The library has been successful in its educational work with foreigners because it has pursued a policy of indirection; it has interested the foreigner in America by first interesting itself in the foreigner.

More recently libraries have been experimenting with another type of adult education service.

In Detroit, for example, there are readers' assistants in the open-shelf or circulating department, who are prepared to assist the serious reader with something more than a hurried word.

The attendants at the readers' assistant desk prepared, for example, a reading list on American literature for a young woman who realized that she lacked the foundations of this subject and was willing to do serious study. For a young man who has had some college work and who expressed a determination to devote all of his spare time one winter to the study of American history, they prepared a course on that subject.

The Chicago Public Library, the Buffalo Public Library, and probably others are rendering a similar service. Milwaukee has a workers' education assistant who has made a survey of all adult classes throughout the city, and who is now attempting to make the library serve, on the one hand, these classes and, on the other, the men and women who want more education, but who are not enrolled in the classes.

The Cleveland Public Library has an adult education assistant in its school department, whose function is to make the appropriate connections between the library and the adult education classes in the city. The primary aim in Cleveland is to make the public library so vital to the adult students that they will continue their reading, their use of libraries, wherever they may go.

Nearly all libraries do some work of this sort. It is possible that the small ones, in proportion to the population served, are doing it more effectively than the large ones.

There is no reason why this service should not also include group consultation with the specialists. An announcement that the specialist in psychology would be available every Friday evening to talk with people about their reading in this field would undoubtedly attract scores of readers during the year. The educational stimulus that would come from such informal conferences might be very great indeed. And the number of subjects which might be handled in this way is almost unlimited.

But the easiest and simplest method of meeting the needs of isolated students in small towns and in the country districts will probably be through the use of printed reading courses. The ideal reading course for this purpose, as it is now conceived by the American Library Association, is a little pamphlet or booklet on a special subject prepared by a specialist. Each one should contain a brief introduction to the subject, so written as to interest the reader in the study of the subject. This introductory statement would be followed by a short reading course consisting usually of not more than six or eight books. The books should be those which ought to be

on the shelves of the average library. They should be presented in the order in which they are to be read, and the comments about them should carry the reader from one to the other and keep the interest sustained.

The courses will be both vocational and cultural. Some will be for persons with only a grade-school education, others for those who have finished high school or college. Each course will probably require from 24 to 48 printed pages. They will be sold to libraries for circulation and reference use and perhaps for distribution, and will be sold also to individuals at a nominal cost or, in some cases, given away.

The object will be to put into every library such material as will enable any intelligent assistant to give good advice to the serious reader. The student would get in this printed reading course about what he might expect from a half-hour's personal talk with the specialist who compiled it, and he could turn always to the librarian or readers' assistant for supplementary suggestions and, in the larger libraries, could go to the specialist himself with his questions.

And while we wait for the preparation and publication of the ideal reading courses we are all, I hope, making use of the excellent courses offered by the home education service of the Bureau of Education, those published by the Illinois State Library extension department, and the five which have been issued by the American Library Association.

It is an accepted fact among college librarians that many freshmen do not know how to use books. If directed by his professor of economics to read the New International Encyclopedia articles on railroads, there is an even chance that the freshman will waste half an hour trying to find the article in the first volume. He failed to learn in high school that articles in encyclopedias are arranged alphabetically.

The average man or woman—even the high school or college graduate—does not turn first to books and libraries for information. Every day public librarians answer from the World Almanac simple questions that have been put first to bankers, newspapers, and friends, because the inquirer had not acquired the book and library habit in school.

If the problem of continuing education is to be solved, we must learn how to teach boys and girls the habit of reading and of turning to the printed sources of information for the answers to their every-day questions. This involves primarily the provision of organized collections of books in or near every school; the further development of methods of teaching which require every pupil to use books and libraries as a part of his regular routine; and, perhaps, some

definite instruction, especially in the vocational courses, on the usefulness of books in practical life.

When every boy and girl has been taught to like books, and to turn almost automatically to books for specific facts, the problem of adult education will be on its way to solution.

We librarians are not, I think, over ambitious. We have no desire to occupy ground which the teachers and the teaching institutions have already taken. Much of our work in stimulating ambition will result in larger enrollment in continuation schools, night classes, correspondence schools, and extension courses. We shall have no fault to find with that result.

But we believe that, in any comprehensive scheme of adult education the library is destined to take an important place. The library's intellectual freedom and its lack of formalism have an almost universal appeal, which can be crystallized for the good of American citizenship.

We therefore recommend the following planks for the platform of this conference:

1. Every community should maintain a public library which will reach the rural as well as the urban population with the best type of library service which the community can afford.

2. Every library should be encouraged, with reasonable financial support, to emphasize those features or types of service which are distinctly educational in character.

3. The public schools and the public libraries, in cooperation, should provide adequate collections of books and periodicals, and instruction in their use, to the end that every pupil, before he leaves school, will have acquired the habit of reading and study and of turning to books and libraries for information.

WHAT PARENT-TEACHER ASSOCIATIONS CAN DO FOR LIBRARIES

Gratia A. Countryman, Minneapolis Public Library

Our library program covers not only the book needs of the children in school but every educational effort for adults, such as night schools, Y. M. C. A. classes, university extension courses, chautauqua circles, women's clubs, workers' colleges, and many other classes of adult work too numerous to mention, but with which we cooperate. Our program of educational help covers especially every individual effort at self-education, and when all the various organized groups and classes are rounded up and numbered, the largest number of all is the group of individual men and women who are trying to better their jobs or take civil-service examinations, or are studying some interesting problem, or just cultivating some natural taste through the aid of that all-embracing teacher—the library.

If you live in the country you are proud of your consolidated school, which is a real community center and rivals in equipment the best city buildings. Is there a library in it where you and your older sons and daughters can keep up a course of reading? Did you equip a gymnasium and a community kitchen and forget a library which not only the children absolutely need but the whole neighborhood as well? If the library was really forgotten by the school board and the architect, then here is a place for your immediate assistance of the library and the cause of good reading. Find a place for a library and reading room and hire as good a librarian as you would a teacher. You do not set a teacher to teach a subject which she does not know; neither should you have a librarian who does not know books and can not help you to find the book or information which you seek. Your school board ought to take the needs of the library into consideration, and the value of the librarian, as much as any other department or activity.

Many States have a law which allows the establishment of county libraries. Its purpose is to enable every rural family or village dweller to have the benefit of books. I can not think of any way in which an active parent-teacher organization or mothers' club could more effectively spread the opportunity of education than by putting the county library law into operation all over the country.

Here in the county in which we now stand the county service has provided books, constantly renewed and cared for, in every rural school and in every community and village—at more than 120 points in the county. With the county system and reduced postal rates, books could be as available for thirsty minds as fresh water. Will the educated parents take up this job? The law is in force; it only needs diligent friends to establish county libraries and the opportunity to read books throughout our rural districts. But the libraries in the towns and cities need help just as much.

The library, as one of your public institutions, needs your careful study and your active support. Do all of your school children, even in the cities, have access to books? Have you ever considered that a reading room with books and a librarian who knows how to help the children, might be as important to their development as other features in the school building? Do you find mothers in your district who need books on child training and home-making; do you find foreign mothers who need books in their own language or help in knowing our history and institutions? Do not the whole group of mothers and fathers need books within a reasonable distance of their homes? The librarians are studying the problem of community education quite as carefully as any other class of educators, and we know that the library needs your help and the pressure of

your influence just as the schools have needed it, if the library is going to be sufficiently maintained to fulfill its purpose.

But the parent-teacher associations did not know the needs of the schools until they organized to study them. Now you look over the buildings. Is the building large enough; is the plumbing in first-class shape; is there sufficient drinking water; how about the playgrounds? You get acquainted with the principal and teachers and discuss the curriculum and teaching methods; you study the whole program. Have you given the library program any careful study?

The voice of the mother has been heard in the land, and she has thought of penny lunches and a milk supply for the undernourished, and a supply of garments for the poor children, and dental clinics and nutrition clinics. But what happens to these poor children when they must stop and go to work? Should not the parent-teacher associations follow them on to that other school, the public library? Why should not that great after-school be adopted also and looked over, and encouraged to do its utmost? Everything we want this Nation to be, we must begin to teach in the schools. Yes, begin to teach; but the library is the continuation school, and what has been begun must be carried on there.

What the libraries in this country need most is not simply financial support; they need intelligent understanding from the public. The library project has not loomed large enough in the minds of the people. Each one who uses it thinks of it in the light of the particular service he has received, because library service is always a particular service for an individual by an individual—always individual service, never mass or class service. Only such organizations as this great parent-teacher organization could see it as a whole in its wide application to adult education.

This is the great thing you can do for libraries. You can get a large and comprehensive idea of what a library can do for a community.

DISCUSSION

Clarence B. Lester, Wisconsin State Library Commission: Home education based upon home reading is most fruitful in worth-while results when organized with elements of continuity and progressive advancement. Home reading directed through lists is the effective answer for this need. It is the substantial element remaining when the showy trimmings have been cut away.

Such lists to be most useful must be short enough not to appear overwhelming—this means short in the judgment of the prospective reader who might be rather easily diverted. This careful selection implies further such grouping and description (not evaluation an-

notation) as will make fairly obvious the rounded results which may be obtained. Such lists might often conclude with a brief attractive invitation to other fields in which the list at hand might have aroused an interest.

Definite limited subjects, real selection, orderly grouping, a text which makes clear the ground covered, always brevity and conciseness, are elements in the usefulness of lists for home reading.

There are two phases of making use of lists which may be emphasized here. One is the matter of distribution and publicity. The libraries as the purveyors of the books themselves are an obvious avenue for the widest possible extension of use of lists. The connection of this with the matter of extension of library facilities, particularly in rural districts, has been expressed by others here. Lists must be available also in such form and content as to be usable by smaller public libraries.

Another matter of practical importance is the earliest possible notice to libraries as to the books recommended. Opportunity for book purchase must be had before lists can be used by any library. Perhaps in this matter the publishers themselves might be enlisted as an aid in giving wide information as to the inclusion of their own publications on recommended lists.

THE LIBRARY COMMISSION CONDUCTS HOME READING COURSES

Mrs. J. R. Dale, Oklahoma State Library Commission

If it is impossible for the average American to obtain a much-to-be desired formal education, the problem is to evolve a system of informal education which may be carried on in the home, in the shop, nights, holidays, and during spare minutes snatched from necessary daily labor.

Studying the situation in Oklahoma, we found the approximate number of persons provided for by the common schools, of those provided for by colleges and by extension courses, and of those provided for by more or less adequate public library service. For these fortunate few we had no further responsibility or need of concern other than to supply their wants. Those classed as illiterates could best be reached by the illiteracy commission. Outside of these groups we found a great public unreached by any provision now made for either formal or informal education. This, then, we considered our own special problem.

Methods by which these people could best be reached in their homes were next considered. The university extension courses logically provided for all college graduates and a percentage of those who had completed the high school. This may be called

the "student group." To these we furnish books of reference and all books required by the various college extension courses through individual loans.

There was a very much larger group reached by the traveling library service which provides books for information, inspiration, and recreation to rural communities, neighborhood centers, and local organizations. There was still an additional problem and a deplorable gap unfilled. This was a provision for a definite, sustained outline of a course for home education that could be and would be used in the homes of Oklahoma.

In order to diagnose the situation more clearly, the people whom we hope to serve were first classified into groups according to special interests or needs, such as the woman's study club group, the union labor group, the American Legion, and the various industrial groups, including the agricultural group—which was for our purpose further subdivided into the farmer union group, the cotton growers' group, farmers' grange group, the home economics clubs, boys' pig clubs, and girls' canning clubs. Almost every day some new group, or subdivision of a former group, develops.

After careful consideration, the United States Bureau of Education reading courses were found to be the most logical for these groups. It seemed much more practical for the State to utilize these instead of adopting a duplication or imitation course, which may have been flattering but by no means so efficient.

Our efforts, therefore, were directed to making contact between people and the home education reading courses. First, because the courses were prepared and already available; second, because they offered a definite, though small, incentive for continuity and completion; third, because they were particularly suited to the needs of many of the group which had developed; and last, because it is the duty of each State department to help, so far as possible, to establish a connecting link between the Federal Government and Mr. Average Citizen.

To the first farm women's club asking for a home reading course we joyfully forwarded books on "agriculture and country life." Complacency was short-lived. With the return letter came a realization of trust unwittingly betrayed. It said, "We are just a group of farm women, banded together to secure some of the opportunities and joys of life as a relief from the monotony of our daily labor." It closed with these words * * * "and farm folks don't like to have to always read farm books." * * * Of course they don't!

The State board of education has indorsed the idea of utilizing existing agencies by adopting courses 6, 7, 9, and 22, in lieu of a State reading course. This in no way conflicts with our work with the

home-reading courses, and either one may be pursued quite independently of the other.

Those enrolling for school credits must complete the course during summer vacation, 15 books to be read the first summer, 15 the second, and all reading must be done under the general supervision of a high-school teacher. Two-hour periods of review and discussion, under the supervision of this teacher, must be held twice each week.

All books for all courses of the Bureau of Education were ordered by the library commission in order to forestall that feeling of blankness and dismay experienced in enrolling for a course and finding no books available. This foresight was amply justified. Within six months applications were received for all courses excepting 4, 14, 17, 18, and 19, and it has become necessary to supply from 5 to 50 copies each of books for the more popular courses.

THE EDUCATIONAL ADVISOR IN THE PUBLIC LIBRARY

Webster Wheelock, St. Paul Public Library

It may be well to begin by defining what we mean by an "educational advisor." We mean a library employee of very broad education and of broad intellectual sympathies, whose sole duty it is to outline for such library patrons as apply to him (or more probably her) a course of systematic reading or study on any subject in which the applicant may be interested. This service is instituted in the Chicago Public Library.

The primary purpose of a department conducted by an educational advisor would be to outline courses of reading and study for those who are no longer taking school or college courses, and they could also cooperate very effectively with the university extension activities, pointing out the opportunities that such courses offer and preparing the student for a more intelligent grasp of the subject.

Furthermore, it could, by intelligent criticism of correspondence school courses and by personal interviews to determine fitness, prevent a good deal of disappointment and discouragement, not to mention waste of money, among the patrons of such schools—an activity that in the end would benefit the correspondence schools as well as the individual.

The St. Paul Public Library is not equipped to give very extensive service of this kind, although almost every department receives occasional requests for definite courses. And, of course, we, like every library, find a way to furnish some sort of an outline. But this is not enough. For, in the first place, we do not dare to advertise that we give such service for fear of being overwhelmed; and in the second place, without special provision, the service would not always

be of as high a grade as that which could be given by those who were not distracted by other duties.

For the library of small resources the cost of supporting an educational advisor would be prohibitive and the demand might not justify the expense. But in almost every community there are those who want just such assistance as we are considering. And there is no reason, with the machinery which the American Library Association, the Bureau of Education, and the State library commissions afford, why the syllabuses prepared at the larger libraries could not be put at the disposal of the smaller libraries. The St. Paul Library has made frequent, if not systematic, use of the courses prepared by the home education division of the Bureau of Education, and, in its turn, would be more than glad to place at the disposal of the libraries of the country any syllabuses it might prepare.

SECTION III—PRACTICAL METHODS OF COOPERATION IN EDUCATING FOR PARENTHOOD

Topic Chairman: Mrs. A. H. Reeve, President National Congress of Parents and Teachers

Mrs. REEVE. The original idea of the founder of the National Congress of Mothers and Parent-Teacher Associations was to create study centers for mothers, in the homes or in connection with the kindergartens—groups in which the health and training of little children might be discussed and in which the importance of wise motherhood might be appreciated.

The parent-teacher association, planted here and there in corners, suddenly started to grow like Jonah's gourd and was recognized as the natural complement to home education and mothers' study circle. The parents who had become interested in the study of their children followed them eagerly into the life of the school, and as these groups increased in strength and numbers, they were incorporated into the original organization, which expanded its name and charter to include the new development.

With the growth and spread of the idea of the value of a trained mother as well as a trained nurse and a trained teacher, came the recognition of the need for home education for those who had had no opportunity to prepare for the new tasks and whose limited instruction had given them neither the science nor the technique required for the most complex and exacting of vocations.

As the true field of service of the parent-teacher association became more and more definite in outline and more important to the

social structure, there developed also an increasing sense of the value of and the need for home study on the part of the parent, individual and collective. Among the aims of the national organization may be found these propositions: To raise the standards of home life; to develop wiser, better trained parents; and to surround childhood with the care that will develop good citizens instead of lawbreakers and criminals. These objects demand not only general culture but efficiency in home management, familiarity with the modern developments in physiology and hygiene, a working knowledge of child and adult psychology, and an understanding of civic responsibilities and the relation between the home and the community both in regard to health and recreation.

There are in this country at present 300,000 teachers under the age of 21, and yet they have all had normal or at least high-school training. I wish we had the statistics for the education of a corresponding number of mothers of similar age, to whom are intrusted not only the minds but the bodies and souls of little children.

The field has already been indicated—those millions of men and women of scanty or limited education dating back from 5 to 25 years and even further; men who “want to rub up a little to keep up with the boy;” men whose history and literature are worse than rusty, or who have been aroused to a belated interest in scientific agriculture and the rapidly developing possibilities of country life, or to the greater opportunity of the trained man in the business world; women desirous of doing their share in constructive health work, of being better mothers and homemakers; women who feel the need of the relaxation or the inspiration of great literature, be it fact or fiction, to bring color and music into monotonous lives and to add to the routine of housework the culture which comes from contact with great minds and of which they had lost sight when their school days faded into the dim past.

Of all the agencies which stimulate the desire for the extension of education, the parent-teacher association with its auxiliaries—the mothers’ club and the pre-school circle—is perhaps the most fundamental and far-reaching, for certain very definite reasons.

Secondly, it includes parents whose avowed object, through their membership in the national organization, is “to raise the standards of home life.”

The universities offer a liberal education both in their special classes for adults and in their summer schools, and to them flock annually an increasing number of student-parents as well as of student-teachers, but the teacher’s leisure begins when the schools close, and it is just then that the parent faces his or her period of greatest activity, and comparatively few are so fortunately circumstanced as to be able to delegate the practice of their profession

to others, while they hie to the groves of learning to refresh themselves with the latest theories.

It is beyond question that a large proportion of the people who are most in need of this higher education do not know that it is available in practicable form, and that the majority of those who who desire it can not go where it is to be found. For the first of these two groups a contact must be formed, by means of which those who know not may be made aware that they know not and may be induced or encouraged to supply their deficiencies.

Every modern teacher knows the meaning of the "point of contact." While the exceptional man or woman, the hungry mind seeking food, will reach out and find its supply in lists of courses and in crowded catalogues and bulletins, the average individual looks hopelessly—if he looks at all—at the vast program spread before him, and, like the rural visitor to a great city hotel, seeks vainly in the elaborate menu for some dish of which he may feel reasonably sure. But let us bring one of these young mothers into a mothers' study club or a pre-school circle, where the center of interest is not theory but her neighbors and her own child. At once she comes into contact with points of child hygiene, home economics, children's reading, the effect of motion pictures on children, the need of supervised recreation—and the formidable list of reading courses takes on new meaning. The titles in the list arouse curiosity, and she becomes eager to travel the "pathways to health," while the library loses its terrors when she can ask with confidence for the recommended books. In the home-study courses offered by the university, child psychology, household engineering, and English composition have something to do with her, as wife, as mother, as a possible leader in her little group and later in her State organization.

The parents of older children find in their parent-teacher association programs based on hygiene and physical education, American citizenship and legislation, recreation and social standards, thrift and home economics, on the school system and its needs, on the problems of country life; and again the once formidable titles spring into life and become, instead of mere words, promises of light on subjects just touched upon in the brief monthly meetings, or bases for the discussion which is gradually becoming a possibility to the most timid in this democratic American forum—the meeting of citizens in the public school.

In the early days, when the organization was in what might be called its donor stage, concerned chiefly with pianos and Victrolas, with pictures and playgrounds and pots and pans, it was moving toward its greatest danger period—that in which it threatened to become a mere lyceum, a coming together monthly to be entertained by a program.

Then gradually dawned the realization that those who gathered in their schoolhouse were neither donors nor recipients but fellow students, partners in a great enterprise, "coworkers together with God" in the fashioning of immortal souls. The programs became the means to very definite ends.

Here, then, is offered to the three great organizations represented to-day a certain section of their vast field of possible activity. Here is not a miscellaneous public—among which are scattered certain potential students, a small proportion of readers among thousands who will pass by, indifferent to the opportunities offered—but rather a selected group of people whose interest is already aroused, whose object has become fairly definite, though many-sided as to its approach. These parents, in becoming members of this national body with its clearly defined aims and purposes, have thereby signed their applications as would-be students in the great university of life, as patrons of the libraries wherein they may secure the material for their curricula.

The educational material needed for this cooperative project must, first of all, be practical. The students are those who must count every moment taken from the complicated business of living and must extract the maximum of return from every hour spent in the pursuit of knowledge.

They are for the most part the toilers of the world, often the hewers of wood and the drawers of water; men striving to wring the utmost from their business to meet the demands of a family; women concerned with "the affairs of a narrow home," who must be domestic engineers of no mean ability—who must budget their moments so as to save from the hours required for cooking, washing, dusting and sweeping, sewing, and baby tending, some time for reading and study.

Such students need two things—one quite as much as the other. They need, first, the efficiency to make it easier to secure those precious hours; and, next, inspiration to lift them out of the ruts of mechanical performance of duty and show them the bright side of their professions of home maker, of parent, of just man or woman, and to prove to them that life itself is something infinitely worth the living.

In order to render the service which will be of such inestimable value to a tremendous percentage of the people of our country, the universities must offer some courses which are immediately usable, applicable to conditions already existing, not to emergencies which may later arise, and demonstrating methods whereby drudgery may be raised to technical skill by the admixture of scientific principles; and these courses should be prepared by those who have had actual

working experience with the conditions to be met and the difficulties to be overcome.

In the second section we would place the study of fine literature; the history of music and musicians, illustrated by the now almost omnipresent Victor or Columbia machine; psychology in graded lessons, with a glossary of its terminology to correspond; poetry—the very best, but what people really do like—not what they ought to like from the standpoint of a technician or a modernist; our Government, and the responsibility to it of every individual citizen, whether in town or country.

To these must now be added by the university desirous of being in the front rank, a course in training for parenthood which shall include the mental, moral, and physical education of children from earliest infancy through the high-school age, to be supplemented by graded reading courses and required theses.

The second agency which has a great contribution to make to this education for parenthood is, as we see it, the free or public library—a second university, including all branches of learning and reaching out by a widespread extension division into the homes of rich and poor, to the dwellers in the cities and to the tiny isolated settlement or school.

We believe that we have a special contribution to make to the cooperation which is sought in this conference.

The programs of the parent-teacher association of to-day are foundations for study and surveys, each one supplemented by a carefully selected bibliography which is made as nearly as possible essential to the carrying out of the suggested plan.

Children's hour is a feature of library service already widespread, and its benefits are inestimable. Might not a mothers' hour be made of equal value?

The slow raising of the whole great level of humanity, the task which lies in the hands of such organizations as those which have met with us to-day, is civic betterment in its highest sense, and we as an organization shall be both proud and happy if in any way we may contribute to its accomplishment.

THE PARENT-TEACHER ASSOCIATIONS AND THE COUNTY LIBRARY IN NEW JERSEY

Sarah B. Askew, New Jersey State Library Commission

The parent-teacher association in New Jersey induced the State to make a survey to find out how many schools had books. It was found that the large towns and cities could get books through the municipal libraries, but the country districts were in a bad way. First of all, many of the adults did not realize the need of books.

To bring this home a test was made in many schools. Fifty books were placed in an eighth grade of a school without a library and without supplementary reading, such books as are graded for the eighth grade in towns having libraries. We selected these books so that they would be interesting and so there would be some to suit every taste. The boys and girls were asked to write a letter, or a composition, or to give a talk about some one of these books within two weeks. Ninety-nine times out of a hundred 95 per cent or more of them could not do this intelligently. The parent-teacher association moved down to seventh-grade books for eighth-grade pupils, and there they generally got a third of the children to write understandingly, but had to go down to sixth-grade and even fifth-grade books, and sometimes as low as fourth-grade books, to get results from all of the eighth-grade children. The parent-teacher association then invited the parents to a meeting and placed before them a chart, contrasting normal comprehension and the comprehension of their normally intelligent children—which was two years below the average. Attention was called to the amount of money wasted in these two years and to the demonstrated fact that teachers can not teach according to modern methods without books.

The parent-teacher associations tried to bring home also to the parents what books mean in the home life of the child and in every way to show what books can mean to adults, so as to point out that training in the use and understanding of books is education for life. To do this they had women embroider shirt waists and dresses at meetings, ostentatiously using books for instructions and for patterns. They had women use books in preparing church suppers, putting the books on the table. They had some woman use a book when canning, and then they exhibited the book together with her prize and her cans of fruits and vegetables. They had people read aloud from books at meetings. They had some man use books in fruit growing, dairying, or market gardening, and then used his work as an exhibit, to show the money-saving value of books. They had people carry beguiling books to grange meetings, picnics, school meetings, church meetings; they talked of books as if incidentally, and left them lying around. Whenever a question of public interest came up they brought in some book on that question and used some striking paragraph from it. They held exhibits of books on every possible occasion. They left books lying around in other exhibits to which they were related—a book or two on automobiles in a machinery exhibit, a book or two on potatoes in potato exhibits, a radio book near a radio machine. They spread around some good novels in a rest room. They pictured homes with books and without books.

The New Jersey county library law came from the demand of the Burlington County Parent-Teacher Associations for some effi-

cient and economical way of supplying books to the small town and rural communities after this demonstration had been made as to what the lack of books meant. Each local organization tried buying books for each school—to aid the children in choosing books to read or to buy—as the State worker could make infrequent visits, and the supply of new books was not adequate. Some books were supplied through State traveling libraries and a few of the people bought books. In a number of cases little villages tried to support libraries and reading rooms—these did good work as far as they could, and even further, it seemed—but there was not sufficient money to supply books to the schools as needed. None of these things seemed to solve the problem—traveling libraries had to be boxed up and sent back—the demand was far greater than the supply; the collection could not give much of a choice, and more frequent visits of an expert was needed. Hence the little town libraries had a struggle for life. After study we found the county library as a solution for this parent-teacher problem. The Burlington County Parent-Teacher Association was enthusiastic over the idea and asked us to find how county libraries were operating elsewhere and to work out the best way to operate one in New Jersey. We did this, and their senator had the law enacted. The county voted by 76 per cent majority to tax themselves to support a county library—not any county library, but a county library as the parent-teacher association had approved it for New Jersey; this meant a station in every community, constant exchange of books, books in every school, and a trained librarian to visit each village, district, and school at least once a month.

Before this was enacted they had each organization send out a letter signed by the member of that organization who was on the county library committee, inclosing a circular explaining the plan of the county library to every member of their organization. The letterhead upon which the letter was multigraphed (not printed) bore the name of the large committee. They got each minister to preach a library sermon. They got the moving-picture houses to run slides in favor of the county library. They got each political speaker, no matter what the political faith, to speak for the county library. At every meeting of any local branch of a county or local organization there was a simple, strong presentation of the county library plan. They ran daily stories in the county newspapers, furnished these stories, and changed the general story to give it local interest.

During the last week they had each school take up the county library as a project, and had each child in the high school and in the upper grades of the grammar school write an essay on the sub-

ject. The day before election they had each pupil take home to the parents a concise, appealing dodger giving facts. The chairman of each local parent-teacher association headed a local committee for personal work. They had workers at every polling place.

PSYCHIC VALUES IN THE HOME

A. L. Marlatt, University of Wisconsin

When all of us know that the most important training in right thinking is that which is done in the home by the mother and the father, the privilege of parenthood will be recognized as the highest privilege in our social life—not to be accepted blindly but prepared for from all time, and most safeguarded in the early periods of informal training in the home, preparatory to the slightly more formal training in the schools.

Motherhood has been recognized as an economic factor in the Nation's life. The Supreme Court passed its final judgment on the right of the State to fix the limitations in time and even wage for the woman worker, just as nature biologically has fixed, by added inheritance factors, her sex and her added vitality for the early struggle to survive. Nature is careful of the mother, careless of the father.

That which we now call the home grew out of the need for the protection of the child, all of us accept without discussion. That, in that protection, the child acquires the habits of the group—customs which enables it to meet life duties later—we also admit. But modern systems of education reaching down into the province of the home have led many of us to forget that there are certain fundamental psychic factors that can not easily be taken from the home; in fact, if they are taken from the home, we lose that fundamental urge which leads to home making when the adult period is reached.

The child's chief memories center about those things learned under the direction and leadership of the mother and of the father. Simple tasks done by the parents were eagerly imitated and muscle control was thus acquired. Self-direction, intrinsic knowledge of the rights of self, the absolute trust first in the parent and then in self, care of self through health standards, and right judgments in personal acts, all come through loving cooperative work with the parents in the home. No school can take their place—not even the experimental school that is primarily to train parents in the understanding of this early formative period. The right judgments that the child learns to make develop out of personal acts in the home, with the parent in close sympathy. At this time the slightest loss of faith in the love of the parent, in the trust in the parent, in the belief in the correct judgment of the parent, will react later in life in a subconscious distrust of adults. This early training school of the parent must be

conserved by every effort—by the parents themselves, the school, the church, and the law.

The joy in service that all of us must have learned somewhere, somehow, if we are analytical, we will find has been developed in the joy of service in those early years when the "well done" given by either mother or father was the most prized reward that childhood could ask. The joy in service should never be blighted through the desire of the mother to speed up the household machinery, thus eliminating the child from the service in the simple duties in the household—a service that gives the child a feeling of belonging, of being a part of and necessary to the group. It begins with doing the tiny things for self, a doing that should never lose its educational power through the desire of adults to quicken the processes, to hasten the completion, or to do it themselves because they have a satisfaction in the doing. A piece of work once started by the child should go through to completion. The guidance of the parent should be in the choice of forms of service so that the act may be within the ability of the child to complete within the time in which the child's interest is most vivid in the work.

The joy in achievement that is learned in these early years is the basis for all definite achievement in later life. The recognition within one's self that one can do a piece of work, carry it through to completion, and have some one trust in the processes and express pride in the result is an inherent right of early childhood. It is the thing that is almost impossible to give to the child in our school systems. The home is the logical and psychological place for it.

The mother who sees in herself the most important teacher that her child will ever have is the one who will recognize the need for doing the small household duties with the child more often than for the child.

To achieve this result there must be a wise selection of forms of work that may be done wisely in the home. We should not eliminate that type of work that is primarily educative for the child. No study of home activities should be of economic values alone.

The study of psychic development of children—the intensive study of phases of work that will develop not only muscle control but judgment and joy and pride in achievement—requires of the mother keen intelligence, continuous analysis, conferences with other mothers, and conferences with teachers. It requires a type of personal education that brings into the home making of to-day recognition of need for wide knowledge, intensive education, judgment, desire for service, and a careful budgeting of energy and time. All these things are necessary that the child may learn—not only in logical sequence but in psychological sequence—the joy in play and

the joy in learning, the joy in service, and the joy in achievements; and through these psychic states may come to appreciate not only the rights of self but the rights of others in the group.

The learning to trust that starts first with the trust in the parents eventually comes through to a trusting in a power that is higher—a trust in Divine Power—which all of us must have to meet the conditions of to-day. To this end, despite the multitude of demands upon time and energy, the rights of the child to the time and love of the parent must be respected.

Those of us who in our work in higher education meet the subconscious complexes which foredoom the student to failure realize only too keenly the psychic values of work and play in the home, and realize only too keenly the tremendous drive that should be made in our educational training to-day to implant in youth not only the wise standards but the keen appreciation of what it means to “offend the least of these” in this early education in the home. Therefore, in building our homes in the State we should, if possible, give to the next generation a training in those first six or seven years that will make for wise, serene, and achieving humanity.

DISCUSSION

JULIA WADE ABBOT, American Child Health Association. In the past few years welfare workers have begun to center attention upon the child from 2 to 6 years of age. They realized that this period had been neglected because the child of this age was not reached through infant-welfare work nor through the agency of the public school. Several important books have also called attention to this period. Perhaps the two best known are *The Pre-School Child*, by Dr. Arnold Gesell, and *The Health of the Runabout Child*, by Dr. William Palmer Lucas.

The Merrill-Palmer School in Detroit, the Ruggles Street Nursery School in Boston, and the nursery school of the bureau of educational experiments in New York are outstanding examples of this type of experiment in preschool education. These schools serve not only as laboratories in securing data regarding the education of young children, but they also serve as training centers for mothers.

A course entitled “Training for leadership in the education of parents” is being given this spring at Teachers College, Columbia University, by Miss Alma Binzel.

Vocational courses are being given to girls who are completing their education in the eighth grade of the public school, so that they may not be totally unprepared for what life may bring them.

There are hundreds of thousands of homes where children's lives are being stunted and warped because of ignorance. As a cross-sec-

tion of child life, the "Survey of children of preschool age," made by the Children's Bureau, is most illuminating. Only 17 children of the 6,015 studied received all the items of care listed in the survey—suitable meals, milk as a part of the diet, a light evening meal, regular hours for eating, retiring, for rising, 12 hours' rest at night, a separate bed, a bedroom with windows open winter and summer, night clothes not worn by day, and a weekly bath. The conclusions reached by the investigators are significant. They point out that income does not seem to be the only determining factor in the diets of the children.

Meeting the needs of the parents of the younger children will surely have an important place in the program of the public library and university extension departments because of the importance of this period of early childhood. The great problem is how to reach the two types of parents—those who are eager for help and those who are ignorant or indifferent. In this connection it is evident that the preschool study circle of the parent-teacher associations can perform an effective liaison service between parents and the types of service represented by the groups who are meeting here to-day. The parent-teacher association is peculiarly fitted for this work because it is allied with the public school, our great democratic institution for reaching the parents of "all the children of all the people."

The social group that meets in the schoolhouse represents the mothers and fathers of flesh-and-blood children who present very real problems that are clamoring for solution. Through the formation of discussion groups parents may be led to realize that, while no two children are alike, there are general aspects of training and development in relation to which help and information are available. As a result of these parent-teacher meetings parents reach out to those agencies which will help solve their problems.

The active work that is being carried on in the preschool field will furnish a constantly fresh stream of new material and will also make available new types of lecture service. The nursery-school experiments, the vocational courses for girls in junior high school, the courses in child care and child training in home-economics departments, clinics for the preschool child in the public school—all are directly related to training for parenthood. With the ever-increasing interest in their vocation that parents are expressing through the parent-teacher movement, there will be an ever-increasing demand for new material. The valuable service now being rendered by such agencies as the university extension departments and the American Library Association will be further developed in the special field of educating for parenthood, because parents are awakening to their responsibilities.

COURSES IN PARENT-TEACHER ASSOCIATIONS AT COLUMBIA UNIVERSITY

Mrs. Arthur C. Watkins, National Congress of Parents and Teachers

In the spring of 1921 the executive secretary of the National Congress of Mothers and Parent-Teacher Associations was invited by Columbia University to give three informational lectures during the summer session on the work of parent-teacher associations. The invitation was accepted and the response was so cordial that the following year a three-week credit course was offered on "The educational aspects of the parent-teacher movement." The course was repeated during the summer session of 1923 and is given again in 1924.

The first year from 50 to 125 attended the lectures. But it was thought that only a few would register when the work was for academic credit. Each year, however, between 80 and 90 have been enrolled. In 1923 a petition signed by all members of the class was sent to the director of the school of education requesting that the course be extended to six weeks.

Practically all of those taking the course are postgraduate students—city, county, or State supervisors or superintendents; principals of primary, grammar, or high schools, or teachers in high or normal schools. In 1922 one State superintendent of education was a member of the class, and in 1923 two members of a State department of education. Relatively few grade teachers have elected the course. Each year several parent-teacher association workers enroll and are a great asset.

Some of those taking the course have had several years of experience in parent-teacher association work; others know very little about it. Each year large numbers of persons interested in the subject visit the class. Last summer several State and National officers attended one or more sessions. At the close of the course last summer one superintendent said: "When I came into this class I questioned whether the parent-teacher association was a problem or the solution of a problem. You have convinced me that it is a solution."

After the course at Columbia was instituted many requests were received from universities and normal schools for similar courses. Last summer short courses, for which no scholastic credit was allowed, were given at the Universities of Tennessee, Virginia, and Georgia, at Boston University, and at Hyannis Normal School. This summer credit courses will be given by the executive secretary at Columbia University and at the University of Georgia, with short courses, for which no credit is allowed, at the Universities of Wisconsin, Minnesota, Missouri, South Carolina, Oregon, and Tennessee.

SECTION IV.—LITERATURE IN THE HOME

Dr. Richard Burton, of the University of Minnesota, in speaking on literature in the home declared that the home has not been doing its duty, so that the school has double duty to perform. Too many homes are temporary accommodations on the way to the movie. To-day there is great need of an institution whose business it is to prepare the American mother to stay on her job—that of building a home to make good citizens—and to train young mothers to love literature and to read it aloud. Such reading would make home more attractive to the children and to the rest of the family.

Doctor Burton said further that there is no excuse for giving to the child spurious literature—such as is found in the Sunday supplement. Give boys stories of real live boys like Tom Sawyer, not Fauntleroy. At the period of sex cleavage give boys books like *Treasure Island* and give girls *Little Women*. Children like stories and songs that they understand, such as *A Child's Garden of Verses* and *Rutabago Stories*. Tact and technique are invaluable in giving children literature. Let the mother, in selecting literature for her home, bend her efforts to develop citizens that shall be a sure safeguard to our homes and to our country.

SECTION V.—REPORT OF THE PRELIMINARY PROGRAM COMMITTEE

The representatives of parent-teacher associations, university extension divisions, and libraries, assembled in the second national conference on home education, called by the United States Commissioner of Education, Jno. J. Tigert, adopted the following minute:

1. We are grateful for the immense contribution which has been and can be made by the United States Bureau of Education in fostering and developing adult education.

2. The parent-teacher association, serving as a connecting link between the home and the educational system, is an indispensable agency in home education, necessary in every community. All agencies concerned with home education should cooperate with the parent-teacher associations in their efforts to promote publicity, to further legislation, and to arouse parents to avail themselves of the opportunities in home education.

3. We recognize the importance of maintaining in every university a well-organized extension division, which through its extension teaching service and public welfare service, is in a position to make important contributions to the educational program of the State.

4. We believe that every community should maintain a public library, serving rural as well as urban population; that every library should be encouraged, with reasonable financial support, to emphasize those types of service which are distinctly educational in character; and that public schools and public

libraries in cooperation should provide such library facilities and instruction as will insure the training of every pupil in habits of reading and studying.

5. We recommend that the United States Commissioner of Education ask each of the following organizations—the National Congress of Mothers and Parent-Teacher Associations, the National University Extension Association, and the American Library Association—to appoint two members, these six to serve with a representative from the United States Bureau of Education as a committee of seven to make a study of the whole subject of reading courses in home education, with the understanding that the recommendations of the committee will not be regarded as the sentiment of the several associations until formally adopted by them.

Mrs. A. H. REEVE, *Chairman,*

W. CARSON RYAN,

CARL H. MILAM,

WALTON S. BITTNER,

W. D. HENDERSON,

ELLEN C. LOMBARD,

Members of Committee.



DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

WASHINGTON, D. C.

TEACHERS' AND PUPILS' READING CIRCLES

Sponsored or Conducted by State Departments of Education

By Ellen C. Lombard, Junior Specialist in Home Education
U. S. Bureau of Education

Teachers in 50 per cent of the United States are provided with opportunity for professional improvement by State departments of education through reading circle work which the departments either sponsor or conduct.

Notwithstanding the improved facilities for the training of teachers and the increasing number of public-school teachers who receive their training in normal schools and colleges, teachers need an authoritative source from which they can get lists of books on the new movements in education and on various subjects relating to their profession and they need also some incentive to stimulate their reading, outside of the benefits they derive.

The credit feature of these circles, sponsored by State departments of education, offers the stimulation for teachers to do a certain amount of reading each year.

According to circulars of information issued by State officials for 1923-24, reading circle work is conducted for which teachers receive rating credits, or certificates and diplomas bearing credit, or renewals of certificates.

Although these courses may be conducted by various related State organizations, such as State reading circle boards, State teachers associations, extension divisions of State universities, or State library commissions, they are

sometimes conducted directly by the State departments of public instruction, with the cooperation of county superintendents. In some States this work has been discontinued, and in a few States reading circles have never been established. In these States other methods are used in the certification of teachers.

It appears that in some States the attempt is made to stimulate reading for general culture, but the books selected relate generally to teaching, school administration, sociology, psychology, civil government, and other subjects of a more or less professional character.

Pupils' reading circles are conducted in about 30 per cent of the States. The success of these courses depends largely upon the enthusiasm of the teacher for reading and to what extent she is able to create in the pupils an enthusiasm for reading.

An attempt is made in this circular to list the States in which reading circles for teachers or pupils, or both, are conducted under the authority or sponsorship of State departments of education and to note briefly some of the characteristics of the work in each State.

Alabama.—The State Department of Education in Alabama has issued for 1923-24 a leaflet on an Alabama Teachers Professional Reading Course, containing outlines for city, county, or group conferences. The course consists of 5 books, 1 of which is required of all elementary teachers taking reading circle work; another book is required of all high-school teachers taking the work, and all teachers are required to read three optional texts.

Six general meetings for group conferences and a preliminary meeting, for which outlines are provided, are held by county and city superintendents. Books are purchased from the State depository at special rates arranged for teachers. Credit for reading circle work is given to those who are connected with county or city school systems which have organized for the work.

Provision is made for teachers in private schools who must meet with groups organized by the superintendent, if they take the work for credit. Examinations are prepared by the department of education.

Alabama conducts a Young People's Reading Circle and offers a course to pupils in schools having libraries. A list of books is issued by the department of education, from which the superintendent and the teacher select the books to be read. It is stated that the Young People's Reading Circle course consists mainly in securing one or more of the State-aid libraries and having the children read 5 books of their respective grades, either at school or at home. A certificate is given to any pupil who gives satisfactory evidence of having read 5 books suitable for his grade. It is stated that the teacher must be the moving spirit in securing the library and in inspiring the children to read.

Arkansas.—The Arkansas Teachers Association organized the teachers reading circle in 1906, to stimulate professional reading by teachers in order to increase their efficiency and benefit the schools. Two books must be selected from an approved list, and in addition to this, members of the reading circle must subscribe for and read at least one school journal in order to secure credit.

Correspondence courses, based upon the adopted reading circle books, are offered by the State university and the general extension division of the State normal school. The county superintendent is the county manager of this work and appoints local managers at his own discretion.

Colorado.—A State reading circle board, consisting of the State superintendent of public instruction and six other educators, selects the books for the reading circle once a year. Only 4 books may be selected, and these must be of a professional, sociological, philosophical, historical, and literary nature. Expenses of the reading circle board are allowed by the State Teachers Associa-

tion. County examination in this work is based on the reading circle books.

Connecticut.—The Connecticut public library committee, appointed by the State board of education, offers suggestive courses in home reading and vacation reading, and issues certificates upon completion of the courses to boys and girls in various grades. Supervisors and teachers are cautioned against overstimulating the children by the selection of books which lead to hasty and poorly digested reading. Library certificates are offered to children in Hartford if they read through, can tell stories from, and have made at least one friend in each of the 5 books selected from the list issued in that library. At least 5 books are required.

Delaware.—The teachers of Delaware carry on a reading circle for which the department of public instruction selects the books. Rating credits are given for this work, under the head of professional reading.

Florida.—Correspondence and reading courses under the title of "Teachers Reading Courses" have been worked out in cooperation by the department of public instruction and the extension department of the University of Florida in order to meet the demands of the certification law. These courses are conducted by the general extension division of the University of Florida.

Idaho.—The State Teachers Reading Circle Board consists of the State superintendent of public instruction and five other educators. The list of books chosen is not comprised wholly of professional books; some books are of a cultural nature. Reading may be carried on individually or in groups. Four books are required, upon which a certain percentage of the test questions are based. There are 10 books on the list. A course in reading for seventh grade and eighth grade pupils is offered by the reading circle board.

Illinois.—For more than 30 years Illinois has conducted teachers' and pupils' reading circles under the

direction of a reading circle board consisting of officers and directors, under the general direction of the State superintendent of public instruction. The study of 2 books of a professional character is considered a year's work. Where the work is organized, meetings are held under the leadership of the county superintendent. County and district managers direct and promote the work. Five books are selected for this year. Ten credits are given for owning each book, and 25 credits for approved study of the same. Examination questions are furnished by the manager and a certificate is assured for one year's work. A diploma is issued for three years' work, if approved by the county superintendent.

Illinois offers to pupils a graded course in reading for school and home, which is conducted by a board of directors and authorized by the State educational authorities.

Indiana.—The State Teachers Association constitutes the board of directors for the Indiana Teachers and Young People's Reading Circle. The board of directors is composed of 7 members, in addition to the State superintendent, 3 of whom are county superintendents, 1 a city superintendent, and 3 others selected from the teaching profession at large. This board selects the books, plans the courses, makes rules and regulations for examinations, certificates, and diplomas. Each year 24 books are selected for the young peoples reading circle, as follows: 4 books for the second and third grades each, 4 books for the fourth and fifth grades each, 5 books for the sixth and seventh grades each, and 6 books for the advanced grades. For the Teachers Reading Circle 2 or 3 books are selected each year.

Kansas.—A reading circle board, consisting of one member from each congressional district, together with the State superintendent of schools, meets in Kansas twice a year to select books for the teachers and pupils.

Usually 2 or 3 books are selected for the teachers, 15 are selected for the pupils of the intermediate grades, and 20 for the grammar grades. All teachers pledge themselves, when they sign their contracts, to read the books on the teachers' list. County superintendents have charge of the work in each county.

State reading circle work is not required of teachers who have secured permanent normal training certificates, but this does not relieve the holder from county reading circle work.

Kentucky.—The Teachers Reading Circle Board is sponsored by the Kentucky Educational Association. This board recommends annually from 3 to 5 books for teachers, but no further effort is put forth to promote the reading. The department of education recommends books for professional reading when called upon to do so.

Louisiana.—Certain professional texts are recommended to teachers annually by the State board of education. If examination on two of the texts is passed, a certificate is issued which is rated at one college hour.

Children attending the public schools receive recommendations of supplementary reading. Children who read 5 books receive a special certificate, and for every 5 additional books a gold star is issued.

Massachusetts.—Through the division of public libraries the department of education issues certificates to pupils who read books in the graded list prepared by the department.

Michigan.—Sponsored by the department of public instruction, the Michigan Teachers' and Pupils' Reading Circles are conducted by a board of control which is financed by the Michigan State Teachers Association.

Teachers are urged to encourage reading aloud by the members of the family, and to encourage and guide the pupils in their home reading. Three books are selected annually for the Teachers Reading Circle, and the study

of these books is made under the direction of the county commissioners of schools.

Minnesota.—For the purpose of being helpful to the teachers in selecting their professional reading, the Minnesota Education Association organized the Minnesota Teachers Reading Circle in 1891. The State department of education cooperates with the board of directors of the reading circle in requiring a definite amount of work done for various kinds of State certificates. Every teacher in the State common school must be a member of the reading circle. Six books are selected for the year 1923-24, from which two books must be chosen.

Missouri.—Courses for teachers and pupils are not conducted by the State Department of Education in Missouri. The secretary of the State Teachers Association is also secretary for the pupils' reading circles. The list of books for the State course of study is supplied by the Missouri State Teachers Association. The purchase of the books and the direction of the work are under the Missouri State Reading Circle Board.

Montana.—A law requiring from teachers evidence of a minimum amount of reading circle work as a requisite for renewal of certificates was passed in Montana in 1919. This minimum is one book per year and the writing of a book review under the direct supervision of the county superintendent of schools and the general direction of the State superintendent of public instruction. A State reading circle committee selects the books to be adopted each year.

New York.—A testimonial of reading bearing the facsimile of the signature of the president of the University of the State of New York and of the State commissioner of education, and countersigned by the district superintendent of schools in rural communities, or the principal or superintendent in village or city schools, is awarded to any pupil who is certified as having read before en-

tering high school at least 50 books from the recommended list for pupils of elementary schools which is issued by the State department of education.

North Carolina.—A list of books is selected by a committee from the State department of education for the State Teachers Reading Circle work. Superintendents are at liberty to select the books that will meet the needs of their teachers. A preliminary plan is submitted in the fall, and a final report is requested in the spring. The committee suggests the organization of groups with a leader. The certificate for this work bears no credit features toward renewal or raising certificates. The work is recommended for professional improvement, and a majority of the counties and cities carry on the work.

North Dakota.—Certificates are issued to boys and girls by the State department of public instruction for voluntary reading. Books used for this reading are selected for the school libraries of the State by a permanent committee of five constituted of the State superintendent of public instruction, the director of the public library commission, the President of the North Dakota Parent-Teacher Association, the secretary of the State Education Association, and the assistant superintendent of public instruction.

Teachers report to county superintendents the names of pupils who have read two new books a month during the year, and this list is submitted to the State superintendent, who issues the certificates.

Ohio.—A board of control, elected by the State and district teachers associations, chooses the books for the Ohio Teachers and Pupils Reading Circles. Membership on the board includes the State superintendent of public instruction and other educators, but the work is conducted by a business manager. These courses have been in operation for 42 years in Ohio.

Of the books selected each year for the teachers' course, three are to be read for credit. For the first four

years' reading the board grants a diploma, and a seal for each additional year. Four books for each grade in the schools and for two groups in the high schools are offered to the children enrolled in the Pupils Reading Circle.

Oklahoma.—Laws providing for teachers' reading circles are on the statute books, but the practice is discontinued because teachers devote their spare time to correspondence and extension work through the universities and colleges.

Pupils' reading circle work is done only in connection with the home-reading courses of the United States Bureau of Education, which are sponsored by the State library commission.

Oregon.—Teachers who begin teaching in Oregon after November 1, 1924, are required to read one of the 15 books listed for the teachers reading circle supervised by the University of Oregon or one of the 8 books supervised by the Oregon Agricultural College. Certificate may be registered with a county superintendent between November 1, 1924, and November, 1925, unless one of the books on the list has been read.

County superintendents have entered into an agreement among themselves whereby they will accept as evidence of the careful reading of one of these books a certificate issued by the University of Oregon for any of the first 15 books, or a certificate from the Oregon Agricultural College for any of the last 8 books. The Oregon State Library lends the books to a limited extent.

South Dakota.—A Teachers Reading Circle is maintained under the supervision of a State Teachers Reading Circle Board. Organized 35 years ago when South Dakota was a Territory, it has been carried on ever since without interruption. Two professional books fitted to the education and experience of the different groups of teachers, and a book for general culture, are selected by

the board. The work is arranged for the teachers by the county superintendents, and while it is not compulsory, the professional spirit of a teacher is judged by the regularity with which she attends teachers' meetings and the interest she takes in the work assigned. Work is certified by the county superintendents, who report the grade to the secretary of the board. The reading circle board and the department of public instruction decide upon the credit to be allowed.

Tennessee.—Four books have been chosen by the State commissioner of education and a member of the State board of education for the professional reading of the teachers in Tennessee during 1924. Professional examinations for teachers' certificates are based upon these books. Of these 4 books, 2 each are required for teachers in elementary and high schools.

Vermont.—Although no reading circles are conducted in the State by the State board of education, the board encourages professional reading by teachers which leads to higher forms of certificates, and there is a plan for giving credits and certificates to pupils for home reading that is reported to be working well.

Virginia.—For the purpose of giving practical suggestions to teachers while dealing with everyday classroom problems, and for the renewal of teachers' certificates, the State department of education urges all teachers to take up the reading of the books in the reading courses which have been selected. For this year there are 5 books, and 2 optional books. Certificates are issued by the department of education and become valid upon the indorsement of the division superintendent.

Washington.—A list of 21 books for the teachers' reading circle have been adopted by the State board of education. Examinations take place simultaneously on selected dates in each county school and are based upon

these books. There are also seventh and eighth grade reading circles.

West Virginia.—Teachers may secure credit for reading the books on the list selected by the State board of education and by securing certain grades in an examination on these books. State examinations are conducted in each county by the county superintendent.

Pupils in the sixth, seventh, and eighth grades are entitled to a diploma if they read 4 books on the list selected by the department of education.

The reading circle work in West Virginia is conducted by a secretary in the State department of education.

Wisconsin.—Three types of reading circles are conducted by the State Reading Circle Board under the auspices of the Wisconsin Teachers Association. These are designated as teachers' reading circles, young people's reading circles, and school patrons' reading circles. The State superintendent of public instruction, as a member of the reading circle board, places the seal of approval of the State department upon the work. Upwards of 8,000 teachers and others enrolled for the courses in 1922-23. The annual circular issued by the reading circle board contains rules and regulations and matters relating to the promotion of these activities. Three books are required for teachers and for different grades. If the teacher has not done reading required by the Wisconsin Teachers Reading Circle each year during the life of the county or city certificate which the teacher holds, he must again pass an examination in all subjects in order to have the certificate renewed. A teacher can not secure credit toward a higher certificate unless he has done the required reading each year during the life of the lower certificate.

Books for the Young Peoples Reading Circle are graded and classified.

Wyoming.—A provision of the law requires the State board of education to prescribe and publish annually

courses of reading for teachers in elementary and high schools.

Two books adapted to the teacher's particular needs are required. County and city superintendents, and others authorized to act, certify to the completion of the work upon receiving satisfactory evidence from the teachers.

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REPORT OF MEETING OF NATIONAL COMMITTEE ON HOME EDUCATION

By

ELLEN C. LOMBARD
United States Bureau of Education

HELD AT THE UNITED STATES BUREAU OF EDUCATION
WASHINGTON, D. C., SEPTEMBER 30 and OCTOBER 1, 1926



Home Education Circular No. 8

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

1927

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U. S. GOVERNMENT PRINTING OFFICE : 1922

LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, November 5, 1926.

SIR: At the second conference on home education held in Minneapolis, Minn., in 1924, representatives of the American Library Association, the National University Extension Association, and the National Congress of Parents and Teachers, in conference with the United States Bureau of Education, requested that a permanent national committee on home education be designated by the Commissioner of Education to meet periodically with representatives of the Bureau of Education and discuss the problems of home education.

A committee was formed consisting of two representatives of each of the organizations named and three members of the Bureau of Education. It proposes to study existing conditions and present facilities for reaching adults, with suggestions to help them further their education at home, and having awakened their interest in education to find ways and means of improving the facilities for providing the necessary books and literature for their use.

The second meeting of the national committee took place September 30 and October 1, 1926, at the Bureau of Education, and a nation-wide program of library extension was indorsed. I recommend that the following report of this meeting be printed as a circular of the Bureau of Education.

Respectfully,

JNO. J. TIGERT, *Commissioner.*

THE SECRETARY OF THE INTERIOR.

PROGRAM

SEPTEMBER 30, 1926

- I. Report of work of the committee for 1925-26. Dr. Jno. J. Tigert, chairman.
- II. Report from the field by the representative of the National University Extension Association. Prof. Charles G. Maphis.
- III. Report from the field by a representative of the National Congress of Parents and Teachers. Mrs. A. H. Reeve.
- IV. Report from the field by a representative of the American Library Association. Mr. L. L. Dickerson.
- V. A new plan of cooperation between the Bureau of Education and extension divisions of State universities. Prof. Walton S. Bittner.
- VI. Appointment of subcommittees.

OCTOBER 1, 1926

- I. How shall we have syllabi prepared for these courses?
- II. Is it desirable for extension divisions to charge a fee for home reading courses?
- III. Is it feasible or desirable to combine three types of courses that this committee has in mind: (1) Reading courses; (2) Academic credit courses; (3) Academic noncredit courses?
- IV. Is there also possibility of issuing a single course, or a series of courses, which combines the Bureau of Education's courses with the American Library Association courses?
- V. Project for library extension facilities.
- VI. Possibility of reading list to accompany material for pre-school campaign 1927.
- VII. How can books be supplied for home education, with particular reference to home reading courses, university extension, and correspondence courses?
- VIII. Should the coordination efforts of the committee be continued another year?

- IX. Should membership on this committee be extended to other organizations?
 - X. Objectives of the national committee for the coming year?
-

Members of Committee in Attendance:

Representing the Bureau of Education:

Dr. Jno. J. Tigert, Commissioner of Education, chairman. Mr. L. R. Alderman, Specialist in Adult Education, vice chairman.

Representing the National University Extension Association:

Prof. Charles G. Maphis, University of Virginia, Charlottesville, Va.

Representing the American Library Association:

Mr. Judson T. Jennings, Librarian, Seattle, Wash. Mr. L. L. Dickerson, Executive Assistant, American Library Association, Chicago, Ill.

Representing the National Congress, of Parents and Teachers:

Mrs. A. H. Reeve, President, National Congress of Parents and Teachers, Philadelphia, Pa.

Prof. Walton S. Bittner, Chairman of Extension Education, National Congress of Parents and Teachers, Indiana University, Bloomington, Ind.

Miss Ellen C. Lombard, Bureau of Education, secretary to the committee.

Member absent:

Prof. Richard R. Price, University of Minnesota, Minneapolis, Minn.

REPORT OF THE CHAIRMAN, DR. JNO. J. TIGERT, FOR 1925-26

Home education was first given a place in the activities of the United States Bureau of Education in 1868 by Dr. Henry Barnard. As a result of his investigations, Doctor Barnard recommended the preparation of a series of educational documents and tracts which should include a brief summary of the general principles and statistics connected with this particular subject. Among the subjects chosen for this series, Doctor Barnard mentioned (1) self-education or hints for self-formation, with examples of the pursuit of knowledge under difficulties; and (2) home education.

Commissioner of Education John Eaton, in his first report, in 1870, pointed out some of the erroneous ideas in regard to education, and declared that education should not be limited to the schoolroom or to the curricula of the college or the professional and industrial schools. He asked why parents should not feel that the education of man begins with the cradle, and why every citizen should not carry about with him the conviction that it ends only with the grave, thus shaping American education so as to comprehend those limits in every life and enabling it to reach its highest attainments. He pointed out that in this ideal every educational force, whether affecting mind or body, in childhood or old age, of the individual or community, would have its appropriate place; that educators must lift this conception up before the people and that the public mind must grow into an appreciation of it.

For nearly 60 years, therefore, the Government has sponsored the idea of home education and for the past 13 years has taken steps to carry it out in some definite, practical form. However, this was in response to a continued demand from the public. It is fitting that this project should have the support of the organized parents and teachers of the whole country. It is necessary that it should have the cooperation of librarians and directors of extension of State universities.

The National Committee on Home Education is the outgrowth of the Second National Conference on Home Education, held at Minneapolis, Minn., in 1924.

At the first meeting of the committee last September the chairman was authorized to promote the organization of State committees on home education by securing the cooperation of State superintendents of public instruction or directors of extension of universities. In compliance with the committee's desire, letters were sent to superintendents in 30 States in which the Bureau of Education has no official representative for its home-education work. Superintendents were asked to form State committees on home education, consisting of representatives of various organizations and institutions whose interests might be in harmony with the project. The response to these letters has been very gratifying. The chairman furnished 28 State superintendents with information and suggestions regarding possible procedure for the committees.

Commissioner Payson Smith, of Massachusetts, writes that the division of university extension will be glad to cooperate actively with the Bureau of Education in furtherance of the home reading courses, if a suitable plan can be worked out for financing the project. He estimates that it will cost about \$1 per reader for the service of reading papers, and he feels that it is only reasonable to require a fee for enrollment in the bureau's reading courses. He asks that a plan for enrollment be worked

out that will be suitable for application in the State of Massachusetts. I believe that Commissioner Smith's suggestion is worthy of our attention.

Director Riegel, of Ohio, states that he has taken up the matter of State organization with the president of the State parent-teacher association, who has agreed to cooperate in this work. Other State superintendents have taken preliminary steps to effect an organization.

Letters similar to those sent to the superintendents went also to the Bureau of Education's representatives in extension divisions in 18 States and the Territory of Hawaii, with the result that committees were organized in Colorado, Indiana, Kentucky, North Carolina, Missouri, Washington, and Wisconsin.

In Missouri, not only was a committee formed, but the State university agreed to cooperate with the Bureau of Education. A special collaborator has been appointed by the Secretary of the Interior to conduct the reading courses of the bureau. State superintendents of public instruction have appointed leaders to organize State committees in New York, New Hampshire, and South Dakota.

Several State universities report that the lack of adequate appropriations has been an obstacle to the success of the work, and some cooperating States point out that a method of financing the project after it is transferred to the States must be devised.

The Bureau of Education conducts the reading courses in 29 States. Of these, California has the highest enrollment; others, in the order of enrollment, are Pennsylvania, Illinois, New York, Michigan, Massachusetts, and Maryland. The ages of the readers range from childhood to 75 years; 54 per cent are 16 years of age or younger; 11 per cent are between 17 and 30; 13 per cent between 31 and 50; 16 per cent over 50 years; and 6 per cent were unwilling to give their ages. The oldest reader enrolled is 75.

Your chairman was asked to modify and revise the requirements of the reading courses in order to attract more readers. This has been done, and reprints will in the future accord with the revisions. We were asked also to prepare courses on new subjects, and we take pleasure in announcing that the following are now under way: Appreciation of music; appreciation of art; contemporary novels; home making; nature study; courses for parents of adolescent boys, for parents of adolescent girls, and for beginners in reading.

REPORT OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

By MRS. A. H. REEVE

Since the last meeting of this committee the National Congress of Parents and Teachers has been particularly active along lines of home education or education extension. It has created a bureau of education extension, of which Mr. Walton S. Bittner, of the University of Indiana, has accepted the direction. This bureau serves as a clearing house for the committees of the National Congress of Parents and Teachers on home education, school education, study circles, illiteracy, and citizenship. It stimulates and guides their activities and at the same time carries on its own projects.

It has actively and successfully promoted the organization of the study circles that are springing up in every State. These study circles are using books recommended in the bureau reading courses, giving them careful analysis by means of a series of lessons arranged by experts, and supplementing them by the home reading courses under the direction of our committees on home education. Study outlines based on *Wholesome Childhood*, by Groves and Groves; *Mothers and Children*, by Dorothy Canfield

Fisher; and Problems of Childhood, by Angelo Patri, are presented to our 18,000 units through the Child Welfare Magazine.

A program on children's reading through the high-school age was prepared by Miss Sarah Byrd Askew and published in the October, 1926, issue of the Child Welfare Magazine, in order to stimulate interest in American Education Week and Children's Book Week. It attracted such attention and approval that the National Association of Book Publishers ordered 30,000 reprints to be distributed to libraries and to schools.

An outline of the program of the National Committee on Home Education was sent to the presidents of the 47 State branches of the congress. Active cooperation in establishing State committees on home education was requested, and in response the assurance of their interest and support has been received.

The American Library Association has appointed a national committee, with Miss Annabel Porter, of Seattle, as chairman, to cooperate with the National Congress of Parents and Teachers in promoting home reading and study, and has urged the appointment of a similar committee in each State.

Following the suggestion of the United States Commissioner of Education a definite campaign to secure 100 per cent school attendance as the most effectual means of eradicating illiteracy has been made a major project in the program of our committee on illiteracy for 1926-1928.

Through the campaign to send children physically fit to school, which is generally called the "Summer Round-Up of Children," education in hygiene has been actively promoted. As a result, more than 50,000 children in 42 States have this year received pre-school examination and corrective treatment, and a great amount of directive literature has been distributed for the use of mothers.

Included among the books sent out were Child Management (Doctor Thom), Child Care (Mrs. Max West), How to Feed Your Child (Children's Bureau), Reading for Mothers (Children's Bureau), From Two to Six (Dr. W. P. Lucas), and Is Your Child Ready for School, by Dr. James F. Rogers, Bureau of Education.

A campaign to educate parents to take more responsibility for the safety of their children has been inaugurated, special stress being placed upon the home as the demonstration center. A home, school, and community survey consisting of a questionnaire, with an accompanying descriptive article and a pageant, prepared by the National Safety Council, has been printed, the first edition of 5,000 of which was exhausted within a month. The pageant presents the necessity for the cooperation of home, school, and community in safety education. The campaign is based on the idea that better and more lasting results can be secured by educating small, personally interested groups than by carrying on a city-wide, city-directed movement.

The Iowa Research Station has placed a representative of the National Congress of Parents and Teachers in its office and awarded her a scholarship in the university, the purpose being to develop a system of parent education based on the findings of the research station.

It has been pointed out that the reading courses should be accompanied by syllabi which may serve the definite need of bringing the salient points of each book to the attention of readers. It is suggested that a reading list for adults who are just beginning to read, and a list on physical and mental hygiene in the very simplest form would be valuable contributions at this time. As a major recommendation we have under contemplation a project of library extension. Hundreds of towns have no library service whatever, and it is believed that a library project could be worked out where parent-teacher associations

have already been organized. If we can "sell" the library to the people as a personal proposition, this project will certainly succeed. A definite plan on library extension is to be formulated by the National Congress of Parents and Teachers.

NEW PLAN OF COOPERATION

A new plan of cooperation between the Bureau of Education and extension divisions of State universities was prepared by the Bureau of Education and submitted to several extension directors who are special collaborators of the bureau. The bureau invited Professor Bittner to arrange the details of this new plan and present it to the National Committee on Home Education. The plan is as follows:

The Proposed Plan for Popular Certificate Courses and Academic Credit Courses to be Offered for Home Study (by Correspondence) by the United States Bureau of Education and Universities under Auspices of the National Committee on Home Education

Need.—The National Congress of Parents and Teachers and other associations have asked repeatedly that the universities give correspondence courses especially adapted to the need among parents for courses that are short, interesting, reliable, and helpful alike to persons with much or little education.

Also there is a general demand for academic credit courses which could be satisfied better if the universities offered certain courses in cooperation with the United States Bureau of Education, "credit to be given by the university and a joint certificate by the Bureau of Education and the universities," as Commissioner Tigert has suggested.

Present courses deficient.—University correspondence study courses now offered are often too technical, academic, long, and uninteresting to serve adequately mature persons studying at home. Such courses are usually designed for college students regularly working for the bachelor's degree. Even as degree-credit courses they are frequently unnecessarily burdensome, too severe in requirements, calling for voluminous writing or note taking, and lacking originality and the stimulus of suggestion.

Commercial correspondence study courses usually have no authoritative recognition. Some are not of standard quality; some are fraudulent; many are too expensive.

Reading courses sometimes lack appeal because they are free and are not sufficiently differentiated from book lists. They are too impersonal. The reader of the books in a book list or "reading course" has practically no supervision and no contact with a qualified instructor who can encourage him and help to make the reading and study show tangible results.

There are too many unrelated, unauthorized, or anonymous book lists, reading courses, correspondence study "lessons," etc., so that most people are at loss to choose the best or even the worthy.

The two outstanding reading course projects—"Home reading courses" of the United States Bureau of Education and the "Reading with a purpose" series of the American Library Association—are excellent for the limited purpose of furnishing guides to good reading. The latter are exceptionally serviceable because of their excellent format and because the American Library Association has used effective methods to make them known. In some States the United States Bureau of Education Reading Courses are used by many persons as guides for reading and for club study programs. They would have more authority and prestige if they were sponsored by the National Committee on Home Education and the United States Bureau of Education, with the definite indorsement of the National Congress of Parents and Teachers and possibly that also of the National University Extension Association.

New United States courses.—The present United States Home Reading Courses need not be changed, but new combination courses should be added under a new title, uniform for all. They should have a short, striking, descriptive title comparable to the "Reading with a purpose" caption devised by the American Library Association, such as the following:

National reading and study.

The national reading courses.

National home reading and study courses.

United States home reading courses.

National cooperative reading courses.

National reading circle courses.

United States home study courses.

National adult education courses.

Publicity and combination.—The plan here proposed is a combination of existing courses in one announcement. For publicity purposes it is best to use one designation for all courses, such as one

of those listed above; but to secure the cooperation of State universities it may be necessary to distinguish sharply between credit and noncredit (academic and popular) courses by printing the announcements independently. However, it is proposed that reading and study courses, credit and noncredit courses, be combined in one plan of announcement and be under cooperative administration. In fact, three kinds of courses, roughly described below, should be offered:

- (1) *Reading courses* (Home Education). Free. The courses now offered by the United States Bureau of Education, which are in part administered or distributed by the special collaborators of the bureau through the extension divisions of 18 States and Hawaii. Certificates granted by the United States Bureau of Education for all ages.
- (2) *Popular Short-study courses*. Small enrollment fee. Some or all of the present reading courses (as above) revised to include instruction for study, lesson papers and final reports to be handled by the universities which agree to undertake the work. Special certificates to be granted by the universities for satisfactory study and completed assignments. Should be restricted to persons over 15 to 18 years of age. The books to be studied should be certain ones selected from those designated in the present home-reading courses and in addition one or two texts determined from year to year by the instructor assigned to teach the course.

The United States Bureau of Education would have no work or responsibility other than that of printing the course announcements (either a supplementary leaflet to go with the present home-reading courses or a new combined leaflet) and publicity. Also, the bureau would continue to supply certificates.

- (3) *Academic or College-credit courses*. Small fees. These are the regular university correspondence courses offered under special rules and fees differing in the various universities. Some of these courses could be combined in a nominal fashion with one or more home-reading courses; that is, the United States Bureau of Education could print a statement on certain home-reading courses to the effect that readers of the course may apply to certain universities for enrollment in a regular correspondence-study course based in part on this particular reading course, and that upon compliance with all requirements they may obtain university-degree credit.

REPORT OF THE AMERICAN LIBRARY ASSOCIATION

Representing the American Library Association, Mr. L. L. Dickerson reported that he had communicated with librarians in different parts of the country and had given to those that were appointed on State committees information about the plans and purposes of the National Committee on Home Education. He stated that definite efforts had been made to advertise the home-reading courses of the Bureau of Education, and that the reading courses of the American Library Association had been received favorably by the public, the Boston and New York public libraries having each sold thousands of copies.

Mr. Dickerson's statement was followed by a discussion of how to obtain books within the comprehension of the average reader, books written in clear Anglo-Saxon words with sentences not too long to carry the thought. It was suggested that writers should find their material by going into families, learning what they do, and studying the language they use daily, and at the same time it was pointed out that there will be considerable difficulty in finding authors that are willing to undertake this and later to produce the books in simplified form.

The national committee expressed itself as feeling that the scope of the work is so broad that certain phases of it may be dealt with in an experimental way by the American Library Association without any danger of monopolizing the field. As an experiment the association has already issued leaflets on reading. How to secure continuity of effort, and how to provide for individual differences among readers, since the same course on any subject will not satisfy all who desire to study the subject, are problems that need to be solved by well-conducted experiments.

It is feared that most adult education activities stop short of the open country, Mr. Dickerson stated, in point-

ing out the difficulties that confront agencies now attempting to reach the strictly rural communities with opportunities for the training of adults. How far correspondence courses offered by universities and by commercialized institutions are reaching the rural population is not definitely known. There is a tremendous interest in adult education, and that part of the field covered by the Bureau of Education is not covered by any other agency.

It was the consensus of opinion of the committee that the first problem to be solved was that of making books easily available. The Seattle Public Library helps its readers by estimating when the next book will be needed and having it ready when called for. The question of whether or not editions of books at a reasonable price could be obtained, so that the books would be within the range of people in average circumstances, was presented.

After a discussion of the new plan of cooperation between the United States Bureau of Education and the extension divisions of State universities, the committee voted that it was the sense of the body to adopt the plan for the reading courses as outlined by Professor Bittner. In case of course (a) no fee should be charged, but upon completion of the course a certificate should be issued by the United States Commissioner of Education. In cases of courses (b) and (c) fees should be determined by the respective State university extension divisions.

APPOINTMENT OF SUBCOMMITTEE

A committee was appointed consisting of Prof. Charles G. Maphis, Prof. Walton S. Bittner, Mr. L. L. Dickerson, and Mr. L. R. Alderman with authority to adapt the plan for use in accordance with the suggestions made by the committee and to secure suggestions from any source deemed desirable.

Future choice of subjects for reading was given consideration, and it was recommended that the American Library Association forward to the Bureau of Education definite suggestions which might meet with the approval of representatives of this organization.

There was an extended discussion of how books may be supplied for home education with particular reference to home reading courses, university extension courses, and correspondence courses. It was brought out that all kinds of organizations and agencies in the United States are stimulating and promoting home study and reading without the means of satisfying the desire which they create. To meet this need several organizations have published their own booklets. In each State there are several library centers from which books may be obtained, but at present the people know neither that the books are available nor the conditions under which they may be had. The need was expressed for a coordination of State library facilities, for state-wide publicity on library facilities, and for representatives of various State organizations to sit in conference to determine what books are necessary and to buy only those. After this discussion Doctor Tigert appointed Mr. L. L. Dickerson as chairman of a subcommittee to consider the whole question of supplying books, the personnel and number of members of this subcommittee to be decided by its chairman.

A motion was made and unanimously carried that the National Committee on Home Education recommend to State committees on home education that special attention be given to the project of library extension and that it approve the plan of the bureau of education extension of "the National Congress of Parents and Teachers to assist local associations in promoting library extension, especially through the county system."

Questions of the need for syllabi, outlines, and assignments for courses were discussed, such as how and where

to obtain them and how many assignments should be given for courses issued without credit features. The difference between reading courses and other courses was explained, and it was pointed out that when correspondence service is given the simple home reading course is changed into a regular correspondence course for which the institutions conducting the work should be able to charge a nominal fee.

In Indiana the extension division conducting the bureau's reading courses has asked librarians to act in enrolling the readers, handling papers, and keeping records and in reporting to the special collaborator at the completion of a course. It was stated that, in order to make contacts with readers, librarians are glad to undertake this work.

The committee took up the subject of grading the courses to suit the varying abilities of readers. Courses should be so named as to attract all adults. Introductory, intermediate, and advanced courses were terms suggested.

In regard to the continuation of the coordination efforts of the Bureau of Education with State committees of home education, the committee recommended that the bureau send some concrete suggestions to State committees as to the project and send the same information to States having as yet no State committees. Five objectives were set up for the work of the National Committee of Home Education for the year 1926-27, as follows:

- (1) Reorganization of reading courses.
- (2) Library extension project.
- (3) Specific provision of books for readers.
- (4) Program of coordination efforts with State organizations.
- (5) A survey of all facilities for home education existing in the States.

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